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Research Report 1643

The Impact of Army and Family Factors on Individual Readiness

Robert Sadacca, Rodney A. McCloy,
and Ani S. DiFazio

Human Resources Research Organization

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13. ABSTRACT (Maximum 200 words) The Army Family Research Program (AFRP) was initiated in Fall 1986 to examine the role that families play in the readiness of individual soldiers. The core of the research was a large-scale survey of Army soldiers and their units. Before the survey was administered, a series of preliminary analyses were conducted to reduce the number of survey variables to a subset that accurately accounted for the observed variation in individual readiness. The reduced set of variables was analyzed using LISREL within the framework of a model of individual readiness. The results of the analyses suggested that the most important family-related factor in individual readiness is the support that unit leaders provide to soldiers and their families. While, in general, individual characteristics were more important in the determination of soldier readiness than family characteristics, family characteristics did have significant indirect effects on readiness. Family characteristics also played a major role in the determination of intention to remain in the Army.				
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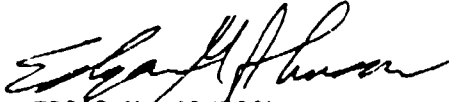
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FOREWORD

The Army Family Research Program (AFRP) began in November 1986 as an integrated research program to respond to research mandated by both the CSA White Paper, 1983; The Army Family and The Army Family Action Plans (1984 to present). The objective of the research is to support the Army Family Action Plans and assist Army family programs and policies by (1) determining the demographic characteristics of Army families, (2) identifying motivators and detractors to soldiers remaining in the Army, (3) developing pilot programs to improve family adaptation to Army life, and (4) increasing operational readiness.

The U.S. Army Research Institute for the Behavioral and Social Sciences (ARI), with assistance from the Research Triangle Institute, Caliber Associates, Human Resources Research Organization (HumRRO), and the University of North Carolina, is conducting the research as part of the ARI Advanced Development Program. This research is being sponsored by the Community and Family Support Center (CFSC) pursuant to the Letter of Agreement dated 18 Dec 86, "Sponsorship ARI Army Family Research."

ARI has provided sponsors frequent updates on the major findings of this research effort. This report describes a series of analyses that were conducted to account for observed variation in individual readiness. A large number of variables measuring various Army and family factors and unit characteristics were first examined and a parsimonious subset of variables was selected. The interrelationships among these variables and individual readiness were then examined within the framework of a simplified model of individual readiness. The results suggest that the most important family-related factor in individual readiness is the support that unit leaders provide to soldiers and their families. Family factors were also found to play a major role in determining reenlistment intention.


EDGAR M. JOHNSON
Director

THE IMPACT OF ARMY AND FAMILY FACTORS ON INDIVIDUAL READINESS

EXECUTIVE SUMMARY

Requirement:

The Army Family Research Action Plan of the Chief of Staff of the Army mandated research that would explore how family factors are related to retention, readiness, and adaptation to Army life. This report supports that requirement by exploring the relationships between Army and family factors and individual readiness. The analytic procedures used allowed the relationships between Army and family factors and reenlistment intention to be investigated.

Procedure:

The core of this research was a large-scale field survey of Army soldiers and their spouses, Army units, and installations. Many measures of individual and family characteristics, unit environment, Army policies, programs, and practices, soldier and spouse experiences, needs and expectations, community characteristics, and perceptions of civilian alternatives were collected by the Army Family Research project (AFRP). From the data collected in the core survey, over 500 variables measuring individual, family, and unit factors could be obtained. Considering the large number of possible models incorporating different causal links among these variables, it was decided to select a subset of variables first and then to test one or more simplified versions of an AFRP theoretical model using structural equation modeling--Linear Structural Relations (LISREL).

The measures initially selected were variables identified in earlier analyses coordinated by AFRP staff of the relationships between family factors and individual and unit readiness. The selected variables included composites consisting of several questionnaire items. Because the earlier analyses indicated that some of the composites had low reliability and were fairly highly correlated, a series of factor analyses and reliability analyses were conducted to improve the reliability and content consistency of the composites. These analyses were conducted on data from a 60% random sample of the total AFRP soldier sample.

After several of the composite variables were modified, a hierarchical regression analysis was also run on the 60% sample to further reduce the number of variables. Variables that had statistically significant regression weights in the resultant equation were selected for followup LISREL analyses.

Several family-selected variables that did not enter the regression equations were also selected because of their relevance for the LISREL model used.

The LISREL analyses were initially also conducted on the 60% sample. The model used at first was modified twice to improve its fit to the empirical data. After satisfactory indexes of model fit were obtained, the LISREL analysis was repeated on the 40% sample and the total sample to obtain more stable estimates of the model parameters.

Findings:

Many of the results of the LISREL analyses parallel results obtained in earlier analyses. Specifically

- The largest effects on individual readiness were obtained by the set of variables measuring characteristics of the individual soldiers, e.g., their rank or grade and AFQT percentile.
- The family-related variable having the largest impact on individual readiness was unit leadership support for the soldiers and their families.
- Though several family-related variables significantly affected individual readiness, in general, family-related variables had higher impact on soldier intention to remain in the Army after their current tours.

Utilization of Findings:

The findings point to the importance of strengthening the role of unit leadership in providing support to soldiers and their families. Army policies, procedures, and practices that promote family well-being will enhance individual readiness and intentions to remain in the Army. Further analyses and research should be directed at identifying how unit leadership and Army programs and policies can better alleviate or mediate family and other problems and allow units to maintain higher states of readiness. In the meantime, providing Army leaders with information concerning the readiness relationships found in this research should encourage actions that promote family well-being, individual and unit readiness, and commitment to the Army.

THE IMPACT OF ARMY AND FAMILY FACTORS ON INDIVIDUAL READINESS

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THE IMPACT OF ARMY AND FAMILY FACTORS ON INDIVIDUAL READINESS

Introduction

Background

In 1986, the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI) contracted with the Research Triangle Institute (RTI), Human Resources Research Organization (HumRRO), and Caliber Associates to complete the Army Family Research Program's Family Factors in Retention, Readiness and Sense of Community. This is a long-term research project, sponsored by the Community and Family Support Center (CFSC), in response to issues in the Army Family Action Plan.

The Army Family Research Program (AFRP) was designed to examine the role of family factors in retention, readiness, and sense of community among Army members. At the core of this project is a field survey of Army families, units, and installations. This survey was designed to provide information related to Army policy/program questions based on prior and current research and to generate new information needed for policy and program development, implementation, and assessment.

The specific objectives of the AFRP field survey were to

- Measure the relative contributions of family and other factors to the retention of high-performing soldiers and soldier and unit readiness;
- Examine the consequences of Army work conditions for family stress and adaptation and, in turn, the impact of family stress and adaptation on soldier and unit readiness;
- Determine the family, unit, and other factors that are most important for the retention of high-performing soldiers in the early career stages;

- Measure the relative and combined effects of unit and installation leadership practices on Army family adaptation, commitment to Army life, and retention decisions;
- Determine the relationships of family factors, individual soldier performance, and unit-level factors to unit readiness;
- Determine the programs, practices, and policies that are most important for the adaptation, readiness, and retention of soldiers in different Army family situations.

This AFRP field survey and its analyses are designed to:

- provide answers to key Army policy/program questions that could not be answered by prior research;
- resolve conflicting conclusions of prior research through the use of a comprehensive conceptual model and a multilevel probability sampling strategy; and
- develop new information needed for policy and program development, implementation, and assessment.

Ongoing and prior research support the concept that family factors might have an impact on readiness. Support can be found in the civilian literature for the concept of spillover between work and family issues (e.g., Crouter, 1984; Small & Riley, 1990). However, attempts to identify the relationship between family factors and readiness have been limited and inconsistent in measuring and defining family factors or readiness (e.g., Kirkland & Katz, 1989; Oliver, 1990; Orthner & Pittman, 1986; Pliske, 1988; Vernez & Zellman, 1987). Part of the difficulty may be attributable to the nature of readiness, itself. Readiness is perhaps best defined in terms of the probability that individuals or units will perform their wartime assignments successfully. Peacetime job performance is usually indicative of degree of readiness, but is not its equivalent.

In what way does the family influence readiness? Oliver (1990) reviewed the information currently available on the effects of families on combat readiness and concluded that "the findings are sparse when one tries to locate work specifically addressing the role of family factors in the enhancement of readiness" (p. 5). After reviewing the relationship of retention, stress, and satisfaction to readiness, Oliver hypothesized that family factors act indirectly through each of these factors to impact readiness. Using the 1985 DoD Survey of Enlisted Personnel, Pliske (1988) found relationships between Skill Qualification Test (SQT) scores and each of the following family factors: dependent care arrangements, preparation for deployment (e.g., a written will or power of attorney) and family situations (e.g., single, dual military).

Vernez and Zellman (1987) suggested that family factors will impact on readiness primarily through the individual military member's behavior and commitment. Two aspects of individual motivation and behavior that are not frequently measured, but which may impact directly or indirectly on readiness are loss of duty time and erosion of motivation and commitment. Motivation and commitment may be eroded by growing conflicts between the job and family due to an increasing proportion of spouses working and the broadening of the father's role in family matters. However, no data exist concerning these important issues.

In a summary of research on combat readiness and family factors, Kirkland and Katz (1989) reported that soldiers who are convinced that their leaders are concerned about their family's well being will be able to devote more energy to mission accomplishment. They classify as "well integrated" units whose commanders give serious priority to their soldiers' personal and family activities, and where families, in turn, strengthen soldiers'

performance. Kirkland and Katz maintain that soldiers who view their units and families as complementary and not competitive will be more effective soldiers.

On the effects of young children and child care responsibilities on readiness, little military research is reported. Vernez and Zellman (1987) report that the presence of young children may have a negative effect on readiness. In this regard, Ilgen and Hollenbeck (1984) present evidence in the civilian sector that having children under age seven is associated with increased employee absences.

Additional research has been conducted on work commitment. Orthner and Pittman (1986) provided empirical evidence for the link between family support variables and the work commitment of Air Force personnel. They found that work commitment is the result of gratifications received from several sources, including one's job and family. Additionally, they found support for the hypothesis that "organizations may be capable of increasing work commitment by providing support services directly to families, thereby increasing family support and the overall ability of the organization to influence workers' attitudes toward their jobs and their commitment to the organization." Perceived employer policies toward families had a direct effect on personnel. "Persons who believe that their children and spouses are adjusting well to organizational demands report greater family support for career commitments. This leads, in turn, to actual increases in levels of job commitment."

Woelfel (1979), in a small sample of Army personnel and their spouses, found weak relationships between family variables, such as cohesion and achievement orientation, and Army outcomes. However, he did find a moderate correlation ($r = .30$) between family cohesion and job performance (supervisor ratings) for enlisted women. This correlation was .02 for men. The interpretation is that family functioning influenced the ability of enlisted women to perform their jobs effectively.

In a survey of 6,000 soldiers and 3,100 spouses, Burnam, Meredith, Sherbourne, Valdez, and Vernez (1992) found a number of relationships between family factors and readiness and intent to remain with the Army. They found that soldiers who are single parents were more likely to be absent or late for no-notice alert deployments than single soldiers without children or married soldiers with children. Married soldiers tended to report lower rates of job-related problems and more commitment to the Army and expected to remain with the Army longer than single soldiers. Soldiers married to other soldiers reported higher rates of job-related problems and missed alerts or returned home early from exercises more frequently than soldiers married to civilians. A strong relationship was also found between favorable impressions of Army leadership and practices and individual readiness.

In a special bulletin, The Yellow Ribbon, describing effective home front procedures during Operations Desert Shield and Desert Storm, the Center for Army Lessons Learned (1991) stressed that rapidly resolving problems encountered by families has a significant impact on the morale of soldiers. Rear detachment personnel should be trained to respond to problems of military family members. Commanders are urged to participate actively in family support groups before deployment. Developing Family Care Plans to help assure that family members will be adequately provided for during unit deployment is also stressed.

AFRP Theoretical Model

A theoretical model was developed by AFRP researchers that incorporated hypothesized relationships among the types of variables examined in previous research in a number of fields, including military sociology, family and labor economics, industrial and organizational psychology, and family research in sociology and other disciplines (Figure 1). Items in the field survey were

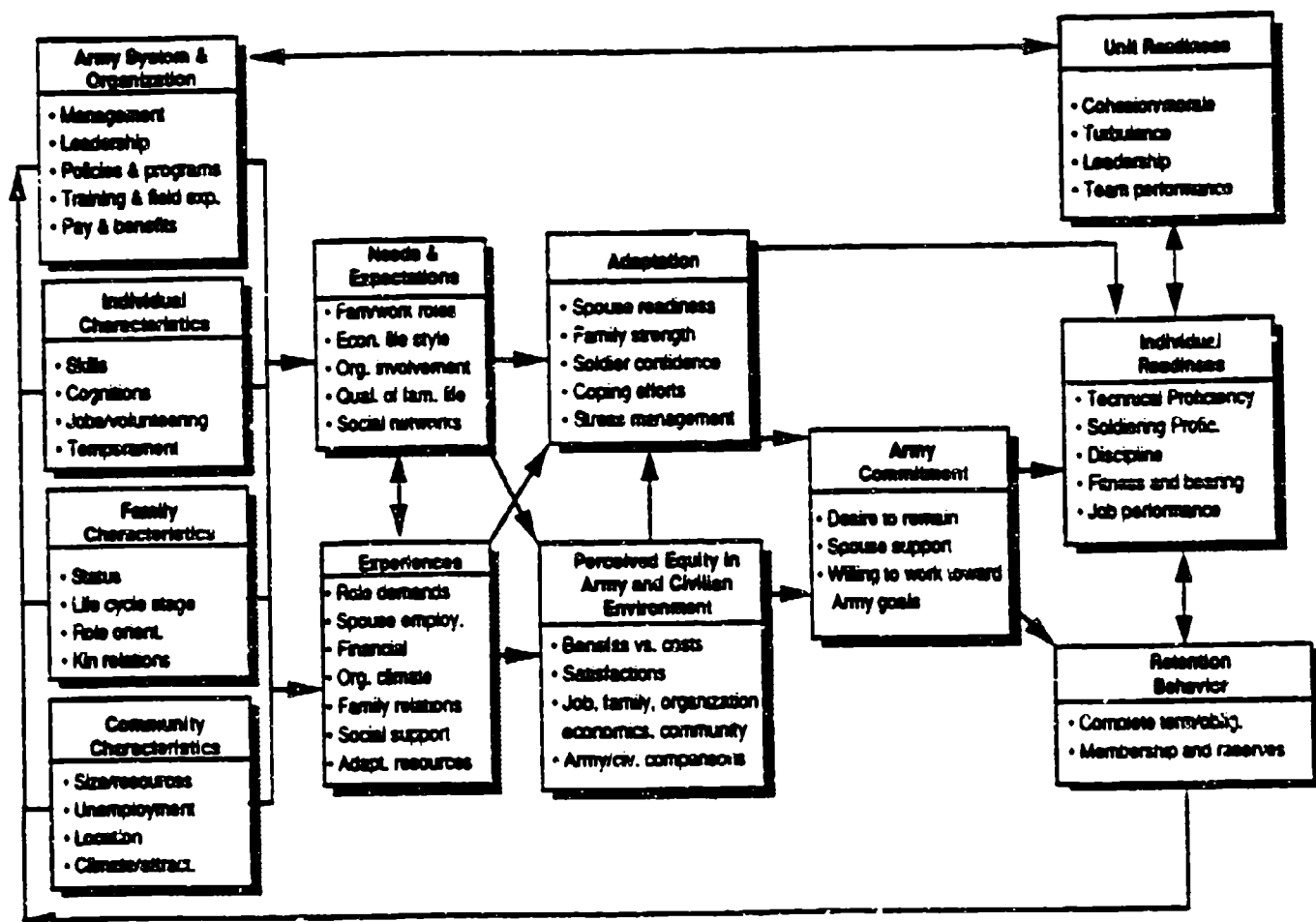


Figure 1. Army Family Research Program Theoretical Model.

designed to collect data on the variables and constructs in the model. Data for the model were collected for several levels (soldier, spouse, family, unit, installation, and Army).

The theoretical model treats soldier and unit readiness and retention as the outcomes of primary interest to the Army. It focuses on the relationship between the family and the soldier's work as a member of the Army, examining the impact of work factors on the family and, in turn, the impact of family variables on the soldier's work performance and readiness. Work experience, Army policies and programs, and other factors are related to soldier retention, both directly and through their effect on soldier and family life experience in the Army.

The data obtained during the AFRP survey provide an unparalleled opportunity to analyze the relationships between unit and family factors and individual and unit readiness within a model framework. Sufficient data were collected on over 9,000 soldiers world-wide to conduct extensive analyses of the relationships between individual readiness and family-related factors (Sadacca, Stawarski, & DiFazio, 1991). Sufficient data were also collected to form a reliable, comprehensive measure of unit readiness for over 500 units (Sadacca & DiFazio, 1991b) and to conduct hierarchical regression analyses and LISREL modeling of the relationship of Army and family factors with Unit readiness (Sadacca, McCloy, and DiFazio, 1992). The results of these analyses generally supported Oliver's hypothesis that family factors act indirectly through other soldier and unit characteristics to impact readiness. Soldier individual characteristics and unit leadership and other unit characteristics had considerably larger direct impacts on readiness than family factors. However, family factors played a vital role in readiness through their impact on such factors as soldier job satisfaction and commitment to the Army, which in turn do directly impact readiness.

Purpose of This Report

This report presents the results of analyses that related sets of variables measuring individual, family, and unit characteristics to the readiness of Army soldiers. The analyses built upon earlier AFRP research that identified variables that accounted for substantial portions of the variance of individual and unit readiness. The analyses were accomplished within the general framework of the AFRP theoretical model; however, changes in the model causal relationships were made to accommodate the variables selected for inclusion in the model and their empirical interrelationships. The analyses sought to determine which variables had significant direct impacts on individual readiness and which impacted readiness indirectly through their effects on other variables.

In the process of attempting to improve the fit between the variable interrelationships implied by the model and their actual intercorrelations, there was a substantial increase in the ability of the model to account for differences among soldiers in their intent to remain with the Army after their current obligation was over. The direct, indirect, and total effects of the selected model variables on reenlistment intention are also presented in the report.

The next section of this report describes the procedures used in this analyses of AFRP readiness-related data. The Results of the analysis are then presented, followed by a Discussion section which presents the authors' opinions concerning some of the implications of the findings.

Analysis

This analysis of the relationships between Army and family factors and individual readiness had two major objectives:

- (1) To identify a set of variables that comprehensively and parsimoniously measure many of the factors that impact individual readiness; and
- (2) To try out one or more models that causally link Army and family factors to individual readiness.

As the analyses proceeded, a third objective arose, namely the determination of the impact of Army and family factors on individual reenlistment.

From the data collected in the AFRP core survey, over 500 variables measuring individual soldier and family characteristics and unit factors could be obtained. (Appendix A contains a copy of the Soldier Questionnaire used in the survey.) Considering the large number of possible models incorporating different causal linkages among these variables, the authors decided to first select a subset of variables to be included in the model and to then test one or more simplified versions of the AFRP theoretical model using structural equation modelling (LISREL). In selecting the variables and hypothesizing the linkages among them, the authors were guided by the principle that it was important not only to determine factors that impacted individual readiness, but also to determine which factors apparently have little or no impact on individual readiness.

The analyses of the unit and family factors that impact individual readiness were accomplished in three phases. The first two phases were conducted on a 60% sample ($n = 5612$) of the AFRP survey soldier sample.¹ In

¹ Only soldiers for whom overall individual readiness scores were available constituted the samples used in these analyses.

the first phase the variables that would be used in the subsequent LISREL analyses were selected. The variables were selected considering their relevance to the theoretical model (Figure 1), their relationships with individual and unit readiness found in earlier analyses, their reliabilities, and the perceived importance of determining whether they did or did not impact readiness. A series of factor analyses and item analyses, as well as a hierarchical stepwise multiple regression analysis, was conducted to revise some of the variables and to reduce the number of variables initially selected. In these and later analyses, sampling weights were applied to the individual soldier data (see Iannacchione and Milne, 1991 for a description of the derivation of the sampling weights.)

In the second phase the selected variables were placed in a LISREL model and their direct, indirect, and total effects on individual and unit readiness were estimated. How well the model fit the empirical data was also examined. On the basis of the results obtained, the model was modified in an attempt to improve the model's fit and the LISREL analysis was rerun. This process was repeated a third time at which point the fit obtained was judged to be quite good.

In the third phase, the final LISREL model was run on the remaining 40% sample ($n = 3657$) to determine how well the model held up on an independent sample. To obtain more stable estimates of the direct, indirect, and total effects of the model variables, the LISREL analysis was then run on the full or 100% AFRP sample ($n = 9281$). Each of these three phases are described in more detail below.

Phase I--Variable Selection

Earlier AFRP analyses identified sets of variables that accounted for substantial proportions of the readiness variance among individuals and units. These analyses included procedures for systematically selecting variables of

interest from the large pool of available variables. The authors decided, therefore, to use primarily in the current set of analysis variables that were in the final sets of variables obtained as a result of the earlier analyses.

The variables selected fell in three categories:

- (1) Variables that were used in the final hierarchical stepwise regression in the preliminary analysis of the relationships between individual readiness and family and Army factors (Sadacca, Stawarski, and DiFazio, 1991);
- (2) Variables (in addition to those above) that were used in the final LISREL model of the relationships between unit readiness and family and Army factors (see Sadacca, McCloy, and DiFazio, 1992); and
- (3) Variables that measured factors for which it was important (as judged by the authors) to determine whether they had or did not have an impact on individual readiness, e.g., spouse-related variables.

These variables are listed in Table 1.

The measure of individual readiness was derived in earlier analyses (Sadacca and DiFazio, 1991a). It consisted of the average of the soldiers ratings on 8 scales (for nonsupervisory soldiers) or 12 scales (for supervisory soldiers). The ratings were made by the first- and second-line supervisors of the soldiers. The resultant composite individual readiness score (IRR) had an Alpha reliability of .93.

The measure of unit readiness (URR) was also derived in earlier analyses (Sadacca and DiFazio, 1991b). It consisted of the average of 61 measures: the mean ratings assigned the units on 12 readiness scales by four groups of

Table 1

Initial Set of Selected Independent Variables^a

Variable ID	Description	In Earlier Readiness Model	
		Individual	Unit
Soldier Demographics			
AFQTP	AFQT percentile score	/	
S13	Education level	/	
S14NEW	Soldier pay grade/rank (without warrant officers)	/	/
S15	Selected for promotion to next rank/grade	/	
S10	Soldier is male		/
S150	No. of months at present location	/	/
S8C	Guardian served in Armed Forces		/
S159C	Renting off post		/
Family Demographics			
S136	No. of dependent children living with you		/
S92	Currently married		/
MARSTAT1	Married to military spouse		/
S90	Close relative lives within 2 hours		/
Unit Type			
UICTYPE1	Unit is a combat unit		/
Unit Support for Families and Soldiers			
UI2113	Unit has a family support group		/
UI216	Unit has activities for all the family		/
UI2110	Unit allows time for non-urgent family matters		/
RUPERSUP	Unit personnel support		/
RSUPSUP	Unit supervisor family support	/	
Family Strength and Adaptation			
S132	Happiness of marriage		/
ALIEN	Lack of alienation		/
S77B	Demand of family responsibilities		/
RCOMMSUP	Army Community support network		/

(Continued)

Table 1 - Initial Set of Selected Independent Variables (Cont.)

Individual Responsibility			
S67	No. of months not paid bills in past months	/	/
S62	Currently working second job		/
RELO4SST	Has used relocation assistance		/
S164A2	Has used budget counseling	/	
S37C	Typically works at night in part/whole	/	
S72K	Family should adjust to job demands	/	
S57B	Has current driver's license	/	
S57D	Has transportation to unit in emergency	/	
S78A	Success with work responsibilities	/	
Family Adjusted to Army Life			
S78B	Success with family responsibilities	/	
RELOCADJ	Relocation adjustment		/
MWRKSTRS	Lack of work stress -- married soldiers		/
RSEPCOP	Spouse copes during soldier absence		
S164D2	Has used spouse employment referrals	/	
ARPOLSUP	Support for Army polices	/	
Satisfaction			
RCOMMSAT	Community satisfaction	/	
RWRKSAT	Work satisfaction	/	/
S69P	Compare spouse's overall satisfaction		/
Commitment to Army			
S84	Likelihood of remaining in the Army	/	
SOLDIER	Soldiering	/	
RSPOSUPP	Spouse supports Army career		
Unit Readiness			
RURR	Readiness score of unit (without IRR component)		/

* Does not include dummy missing data variables.

ratars--E2 - E4 enlisted personnel, NCOs, officers within each unit and officers outside the unit (43 measures); the average² individual readiness ratings of the E2 - E4, NCOs, and offices in the unit (3 measures)¹; and ten measures of unit readiness taken from the Unit Status Report. In forming the 61-measure average, the separate unit readiness measures were first transformed into standard or z-scores and then averaged. The resultant composite unit readiness score had an Alpha reliability of .94.

In addition to the above variables, a set of missing data dummy variables was created in order to address the problem that many of the selected variables had missing values, that is, one or more of the sampled soldiers did not have any values for these variables. The procedure adopted was one recommended by Cohen and Cohen (1983). They advocate assigning the mean variable value to cases with missing data on a given variable and creating a one/zero dummy variable that captures whether a mean had been assigned as the variable value for a given case or not. In this manner all cases can be used, and the information that values were missing for given cases on certain variables can become part of the analysis through the use of the dummy variables. Moreover, Cohen and Cohen argue (p. 299) that the substitution of means for missing data and the use of the associated dummy variables "runs no risk of a mistaken randomness assumption, nor of producing an inconsistent correlation matrix. It uses all the X_i [independent variables] and all the n [sampled cases]. It hews realistically to the population actually sampled, missing data and all."

A problem, however, with applying the solution advocated by Cohen and Cohen in the present analyses is the potentially large number of dummy variables that would have to be used in the regression and LISREL analysis

² In the current analyses, each individual's own readiness score was deleted from the unit IRR average prior to the calculation of the URR for the individual.

(there were 25 variables for which 2% or more of the soldiers had missing values). Not only are the sheer number of dummy variables a problem, but one might expect some of the dummy variables to be highly collinear due to the skipping or omission response patterns built into the questionnaire. A solution to this problem suggested by Cohen and Cohen (p. 296) was followed. The set of dummy variables was factor analyzed³ and the resultant factor scores were used in lieu of the dummy variables in the hierarchical regression analysis. These dummy factor scores were introduced into the hierarchical equation at the same time that the original variables with the substituted means were introduced. For example, if the dichotomous dummy variable for the variable, Number of children, had a high factor loading on a particular dummy factor, then when Number of children was introduced into the equation, the variable measuring the soldiers' scores on that dummy factor was also introduced.

After the number of variables had been reduced considerably through the application of statistical significance test rules on the regression equation weights, the actual one/zero dummy variables for the selected variables were used in the LISREL analysis. Also, it was decided to drop the use of dummy variables altogether for variables which had data missing for less than 5% of the cases. It was felt that the amount of error introduced by substituting means for missing values for these variables did not warrant the introduction of dummy variables which most likely would not be capturing useful systemic differences between cases having the variable values and the missing variable cases. Cohen and Cohen [p. 296] recommend not using dummy variables for

³ The factor analysis of the missing data dummy variables was conducted using the combined 100% sample. In the analysis, the factors with eigenvalues greater than or equal to 1.0 were rotated using the varimax routine after variable commonalities had been determined iteratively. The same eigenvalue criterion and rotation routine was used in the factor analyses of the component items of the selected composite variables.

missing data when only a small proportion (.05 or .10) of the cases have missing data, especially when the sample size is small. Although our sample sizes were large, the failure of many of the dummy variables to have significant regression weights in the hierarchical equation led us to adopt the 5% rule.

As indicated above, the total number of variables (44 original variables and 12 dummy missing data variables) was considered to be too large for the planned LISREL modelling. A hierarchical regression analyses was conducted, therefore, to reduce the number of variables. Before running this analysis, however, a series of factor analyses and item analyses were conducted in an attempt to improve the reliability and comprehensiveness of the composite variables that might be used in later modelling efforts. The variables listed in Table 1 include 12 composites that proved useful in the earlier analyses of the impact of family and unit factors on individual and unit readiness. These composites were obtained by averaging the responses to two or more Soldier Questionnaire items. The earlier research indicated, however, that some of the composites were highly correlated with others and/or had fairly low reliabilities. The factor analyses and item analyses reexamined these composites in order to determine whether their psychometric qualities could be improved prior to using them in the planned LISREL modelling.

After the indicated modifications to the selected composite variables had been made, a hierarchical multiple regression analysis was performed using individual readiness as the dependent variable and the selected variables and their associated dummy variables as the independent variables. The variables were introduced into the equation in sets in an order suggested by the theoretical model (see Figure 1). After each set of variables was introduced, an F test was performed to assess the statistical significance of the increase in the square of the multiple correlation coefficient (R^2) that resulted from

adding the variables in the set to the multiple regression equation. If the overall F test was statistically significant, the t tests for the significance of the regression weights of the individual variables comprising the set were examined. If the regression weight of a given variable was statistically significant either when the variable was first introduced into the equation or after all variables being tried out had been introduced into the equation, it was selected for the LISREL analysis.

In order to identify variables that would be retained and used in the LISREL modelling, the .01 level of significance was used in the hierarchical regression analysis. This statistical criterion was adopted to limit the number of variables that would be selected. With over 5000 cases in the sample, the authors feared that many variables might meet the .05 level of statistical significance in the regression equations for individual readiness even though they had little explanatory power. Likewise, in the presentation and discussion of the final LISREL modelling results, direct, indirect, and total effects significant at the .001 level are highlighted. With a total sample of close to 9,300 cases, rather small effects could be statistically significant.⁴

Phase II--Iterative LISREL Analyses

After selecting the variables, a structural equation model (or, path diagram) was constructed that reflected our notions about their

⁴ The reader is cautioned, however, that significance level probabilities resultant from the statistical tests used are most likely inaccurate. The three stage sampling design used for the AFRP survey had the effect of causing regression weights and correlations coefficients to be less statistically significant than they otherwise would be for random samples of equal size (see Section 3.0 Report on Survey Implementation, 1990 for a description of how the survey sample was drawn.) The .01 level of significance criterion used in the hierarchical regression analysis is likely to be closer to .05; the .001 level of significance criterion used in the LISREL analyses is likely to be closer to .01. The significance levels reported should be used, therefore, as relative indexes rather than precise statements of the probabilities involved.

interrelationships (see Figure 2). The figure shows the variable blocks that comprised the model and the causal paths hypothesized between the blocks of variables. The model implies a particular pattern of correlations among the variables. Comparison of the model's correlation matrix with the sample correlation matrix gives an indication of how well the model accounts for the data--the greater the correspondence, the better the model explains (i.e., "fits") the data. Such an assessment of model fit was conducted using the LISREL (Linear Structural Relations) software package (version 7; Joreskog & Sorbom, 1989). Although the coefficients for the path model could have been estimated using traditional path analytic methods, these methods do not provide indexes of fit based upon the observed and fitted correlation matrices.⁵ Indexes of fit include the goodness-of-fit index which generally ranges between zero and one (although negative values are possible), larger values being associated with good models; and a chi-square statistic, which is better described as a "badness-of-fit" measure--if significant, it means there are significant differences between the model's estimated correlation matrix and the observed sample correlation matrix. (With the large number of cases in the AFRP sample, it is almost inevitable that chi-square would be significant; but the value of chi-square could be lowered by improving the fit.)

Several features of the LISREL analyses should be mentioned, regarding both the model and the assessment of its fit to the data. First, note that the model is not fully recursive. That is, variables occurring earlier in the

⁵ See Mulaik, James, Van Alstine, Bennett, Lind, & Stilwell, 1989, for an evaluation of goodness-of-fit-indices, for LISREL models.

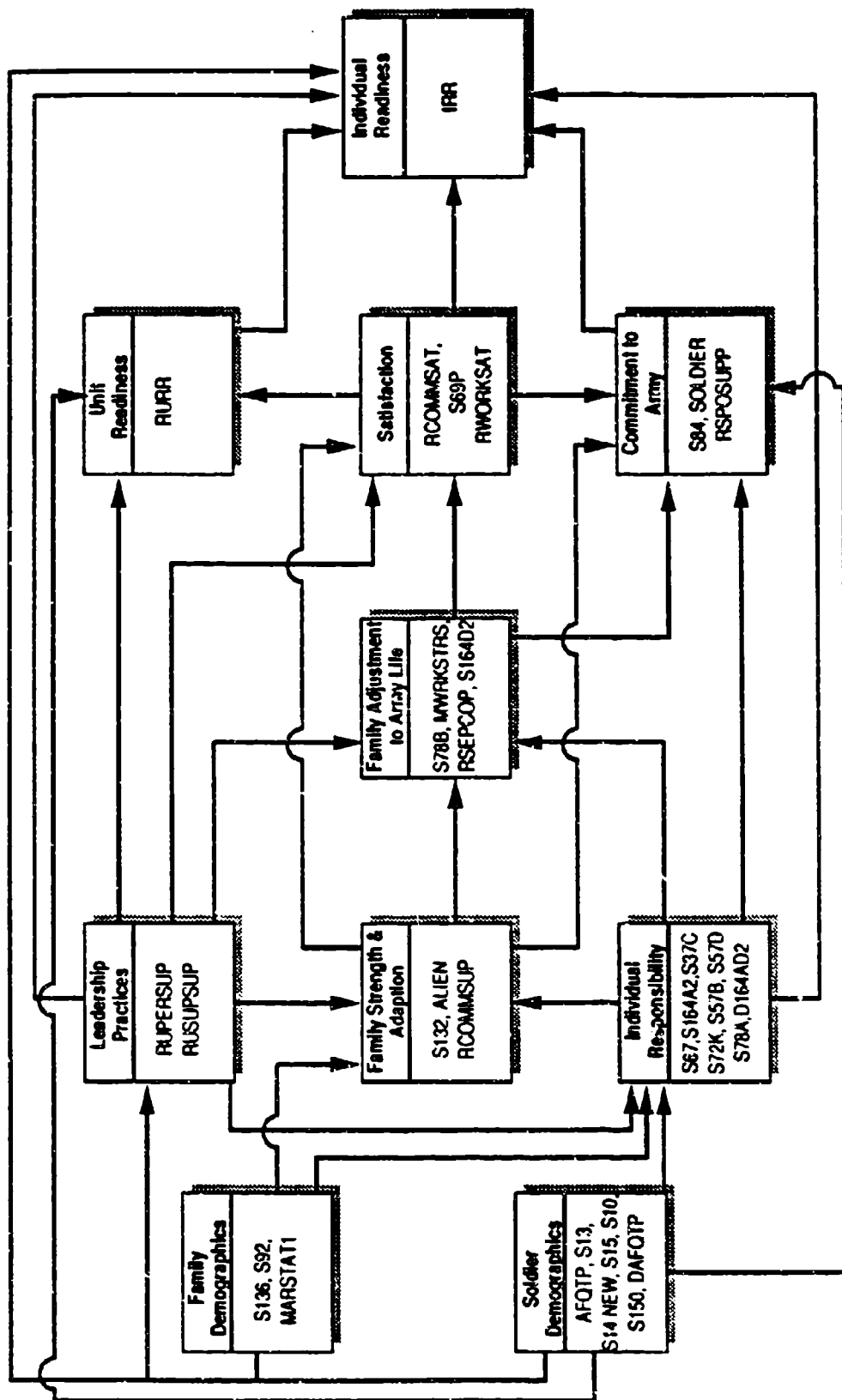


Figure 2. Army Family/Individual Readiness Initial Model

model do not have causal paths to all variables occurring later in the model. Thus, certain relationships between variables are hypothesized to be zero. Second, the model contains variable "blocks" (e.g., Family Demographics, Soldier Demographics). Although the model is not fully recursive, variable blocks are. For example, Family Demographics are hypothesized to have a direct causal effect on Family Strength and Adaptation. Hence, all variables constituting Family Demographics have causal paths to all variables constituting Family Strength and Adaptation. Each modified version of the initial model to be reported retains this feature. It should also be mentioned that the variable blocks are rational groupings of variables. The blocks themselves are not factors. Indeed, because many of the variables in the blocks were obtained from orthogonal factors, the blocks are relatively heterogeneous.

The heterogeneity of the variable blocks has ramifications for the type of model that was estimated using LISREL. Specifically, the models to be reported were estimated as path models consisting entirely of observed variables. As such, none of the models contains latent variables (i.e., factors). The mathematical model estimated in these analyses has the following form:

$$y = By + \Gamma x + \zeta$$

where y is a vector of endogenous variables, x is a vector of exogenous variables, B is a vector of direct effects of endogenous variables on other endogenous variables, Γ is a vector of direct effects of the exogenous variables on the endogenous variables, and ζ is a vector of error terms for the endogenous variables.

In addition to estimates of the model's path coefficients (the direct effects), indirect and total effects, coefficients of determination (both for

variables and the system of equations), and fit statistics, modification indexes were requested. These values are given for each parameter that has not been estimated in the model (i.e., for each path coefficient equal to zero). The modification index represents the minimum reduction in the chi-square statistic that is expected if the fixed parameter in question is freed (i.e., estimated). Large modification indexes suggest relationships in the data the current model does not explain. Modifications should be made to the model only if justified on theoretical grounds. In addition, the altered models should be fit to data from a new sample (i.e., cross-validated) to rule out the possibility that the modifications were due to chance fluctuations in the original sample (MacCullum, 1986). (This was done in the next phase of the analysis.)

Starting with the initial model given in Figure 2, three LISREL analyses were performed. After each analysis, the authors examined the following statistics available from the computer printout:

- 1) The size and significance levels of the direct effects (path coefficients) of the model variable;
- 2) The size and significance levels of the indirect and total effects of the variables on the individual readiness scores; and
- 3) The modification indexes for additional linkages among the endogenous variable sets (y) and between the exogenous (x) and endogenous sets.

Changes in the hypothesized model structural relationships or causal linkages among the variable blocks were made after the first two LISREL analyses in an effort to improve the model fit to the empirical data. In addition, indicated changes were made in the composition and number of the variable blocks.

Phase III--LISREL Analyses on the 40% and Total Samples

After the third and final LISREL analysis on the 60% sample, the developed model was run on the 40% random sample. The goodness-of-fit indexes obtained on this independent sample were compared with those obtained on the 60% sample. The direct, indirect, and total effects of the variables on individual readiness in both samples were also compared. Finally, the LISREL model was run on the total sample to obtain more stable estimates of the model variable effects.

Results

The results of the analyses are presented by phase in the sections below.

Phase I--Variable Selection

Factor and item analyses were conducted on the composite variables selected initially by the authors (see Table 1). After the composites were revised (or left unchanged), missing data dummy variables were created for 25 of the selected variables. A factor analysis of these dummy variables produced factor scores, which were used in the hierarchical regression analysis that guided final variable selection for the Phase II LISREL analysis.

Factorial Composition and Reliabilities of Selected Composites

Table 2 presents the rotated factor pattern obtained in the principal factor analysis conducted on items that measured soldiers' evaluations of their supervisors support for themselves and their families. The items constituting Unit supervisors family support (USUPSUPP) tended to have relatively high loadings (.30 or more) on factor A1, while some of the items constituting Unit personnel support (UPERSUPP) had high loadings on factor A2. However, it is apparent that several of the items had loadings above .30 on both factors. In an attempt to lower the correlation between the two composites, while maintaining or increasing their reliability, both composites were modified, taking into consideration the content similarity among the items comprising the revised composites. Specifically, item 18N was dropped from UPERSUPP and added to USUPSUPP. Item 22C was also added to USUPSUPP. In addition, item 18M was dropped from UPERSUPP, while items 18A and 18B were added. These composite changes as well as others made as a result of the factor and item analyses are summarized in Table 8.

Table 2

Rotated Factor Pattern for Supervisor Support Items

Variable	Description	Factor				
		A1	A2	A3	A4	A5
S 18A	How often skills needed to get job done	18*	08	49	09	06
S-18B	How often encouraged to do things new way	28	03	56	10	19
S 18C	How often don't know end of workday	00	54	09	03	-06
S 18D	How often kept at work beyond normal hrs	-06	77	09	-01	-02
S 18E	How often get recognition from leaders	37	-10	44	15	24
S 18F	How often called back for extra detail	11	59	-07	-08	-02
S-18G	How often work requires leave cancelled	16	60	-11	-13	-06
S-18H	How often procedure change w/no reason	21	47	-38	-12	-09
S-18I	How often field training without notice	14	43	-27	-16	-05
S-18J	How often assigned work w/no value to Army	-12	31	-46	-13	-09
S-18K	How often supervisor inspires performance	50	-08	38	07	21
S-18L	How often discipline administered fairly	42	-13	36	17	24
S-18M	How often soldiers help w/personal problems	41	-01	20	14	18
S-18N	How often supervisor listens to personal prblm	86	-09	18	14	10
S-18O	How often supervisor listens to family prblm	88	-11	12	16	10
S-18P	How often supervisor interested in family	81	-11	18	16	18
S-18Q	How often time allowed urgent family matters	65	-19	14	19	11
S-18R	How often time allowed non-urgent fmly matters	51	-18	20	13	16
S 19A	Leaders encourage unit family activities	22	-06	17	23	66
S 19B	Leaders know about Army family program	21	-07	14	22	66
S 19C	If war, leaders concerned for families	31	-12	20	25	61
S 22C	Superiors attempt to treat me as person	51	-20	38	18	20
S 71A	High position officers support of family	12	-06	08	61	15
S 71B	Place of duty officers support of family	22	-10	16	71	23
S 71C	Place of duty NCOs support of family	43	-09	13	51	20
S 72G	The Army is responsive to family needs	23	-16	15	42	16
S 89A	Count on leader at your place of duty	47	-11	21	30	22

* Decimal points omitted.

Table 3 presents the rotated factor pattern obtained in the analyses of the Soldier Questionnaire items measuring the social and community support available to the soldiers for help on personal or family problems. The items (89A to F) with loadings above .30 on Factor B2 made up the original COMMSUPP composite. For the most part, items 89A to F measure support available by Army personnel. Items 89D and F, however, are concerned with support available from non-Army sources. As they also had relatively high loadings on Factor B1, they were dropped from the composite. The composite was renamed Army social support.

Table 3

Rotated Factor Pattern for Social and Community Support Items

Variable	Description	Factor	
		B1	B2
S 89A	Count on leader at your place of duty	12*	67
S 89B	Count on someone else you work with	19	75
S 89C	Count on a neighbor/friend in Army	32	65
S 89D	Count on a neighbor/friend not in Army	37	34
S 89E	Count on staff of an Army service agency	13	51
S 89F	Count on parents or other relatives	30	31
S 88A	Person who listens to you	72	26
S 88B	Person who does enjoyable things w/you	75	21
S 88C	Person who helps w/chores if you're sick	73	22
S 88D	Person who takes care of your children	74	22
S 88E	Person who lends you household tools	78	21
S 88F	Person who makes loans of \$25-\$50	76	20
S 88G	Person who provides transportation	76	23

* Decimal points omitted.

Items 68 A to K asked the soldiers how they felt about various aspects of their jobs. Items 69 A to K asked whether the soldiers felt these same aspects would be better or worse for them in civilian life than in the Army. Table 4 presents the rotated factor pattern obtained for these items. On the basis of the results obtained, the original composite, WORKSAT, was modified. Items 68B and C, were dropped from the composite, while item 68I was added to the composite.

A set of questionnaire items directed at feelings of isolation or loneliness and job related stress were factor analyzed. The four items, 75A, 75C, 75D, and 75E, that comprise the composite, Work stress - married (MWRKSTRS), had loadings above .50 on Factor D1. Similarly, the three items, 74B, 74D, and 74E, that comprise the composite measure of lack of alienation (ALIEN) had loadings above .50 on Factor D2 (see Table 5). On the basis of these results, it was decided not to change the item content of these two composites.

The factor pattern that resulted from an analysis of items measuring the amount of spouse support for soldiers' Army jobs and careers is given in Table 6. Items 130 A to C formerly comprised the composite variable, Army/family fit (AFFIT), while items 130 A to D, G, H, comprised the composite variable, Spouse involvement (SPOINV). These composites were replaced by the composite, Spouse support (RSPUSUPP⁶), consisting of items 130 A to D, and items 133 and 134. These items had high loadings on factor E1. The items that had high loadings on factor E2 are measures of the spouse's ability to cope in the

⁶ The revised composites are designated with the initial letter, R, in the text and tables of this report to distinguish them from their counterparts used in earlier analyses; composites that were not changed after the analysis kept their original designators, including RELOCADJ, Relocation adjustment.

Table 4

Rotated Factor Pattern for Army Job Satisfaction Items

Variable	Description	Factors				
		C1	C2	C3	C4	C5
S 68A	Opportunity for advancement at this location	44*	20	-01	-03	30
S 68B	Pay at this location	24	20	05	11	57
S 68C	Retirement benefits at this location	25	11	25	04	48
S 68D	Type of work at this location	62	20	02	07	02
S 68E	Treatment by supervisors at this location	65	18	11	20	05
S 68F	Opportunity to use ability at this location	76	27	02	-03	04
S-68G	Job security at this location	48	-02	30	10	14
S-68H	Work rules/regulations at this location	62	16	04	30	15
S-68I	Working hours/schedule at this location	39	11	02	59	16
S-68K	Opportunity for excitement at this location	45	08	08	24	26
S-68L	Opportunity serve country at this location	50	-01	23	09	19
S-69A	Compare opportunities for advancement	11	66	16	02	32
S-69B	Compare pay to civilian life	-04	60	04	12	39
S-69C	Compare retirement benefits to civilian life	02	37	46	04	32
S-69D	Compare type of work to civilian life	20	64	17	18	09
S-69E	Compare treatment by supervisors	31	56	20	29	-05
S-69F	Compare opportunities to use abilities	29	70	16	06	06
S-69G	Compare job security to civilian life	09	2*	71	07	08
S 69H	Compare work regulation to civilian life	18	48	18	37	03
S 69I	Compare working hours to civilian life	09	38	05	60	04
S 69K	Compare opportunity for excitement	19	35	29	17	15
S 69L	Compare opportunity to serve country	09	11	61	00	03

* Decimal points omitted.

Table 5

Rotated Factor Pattern for Stress Related Items

Variables	Description	Factors		
		01	02	03
S 74A	How often last month felt secure	13*	26	59
S 74B	How often last month felt isolated	24	54	15
S 74C	How often last month felt pleased w/self	11	22	60
S 74D	How often last month felt lonely	11	81	10
S 74E	How often last month felt afraid	10	54	07
S 74F	How often last month felt hopeful	12	00	39
S 75A	Feel too tired to enjoy doing things	73	13	13
S 75B	Feel charged up by work accomplishments	19	01	43
S 75C	Feel in good mood and ready to have fun	51	08	43
S 75D	Feel in such bad mood -- difficult	56	25	23
S 130K	Pre-occupied with work -- no family time	66	16	20

* Decimal points omitted.

Table 6

Rotated Factor Pattern for Spouse Support Items

Variables	Description	Factors		
		E1	E2	E3
S_130A	Spouse & I are team working for Army goals	61*	09	23
S 130B	Spouse understands demands of Army job	53	21	38
S 130C	Spouse helps to further my career	58	09	49
S 130D	Spouse willing to make changes	63	11	43
S 130G	Spouse is someone I can talk with	17	01	69
S 130H	Keep spouse informed about unit work	14	-06	52
S 130K	Pre-occupied with work --no family time	27	20	04
S 127A	Spouse copes < 2 weeks without you	09	65	12
S 127B	Spouse cope 2 weeks-month without you	12	88	09
S 127C	Spouse cope several months without you	22	86	-09
S 127D	Spouse cope six months without you	24	74	-12
S 147	Family adjustment to Army family life	54	24	19
S 133	Spouse supportiveness of being in Army	76	14	20
S 134	Spouse supportiveness of Army career	78	15	-03

* Decimal points omitted.

soldier's absence. As a result of the factor analysis and later item analyses (see Table 8), the original variable, SEPCOP, which consisted of items 127 A to D was changed to RSEPCOP consisting to items 127 B to D. Item 127A was dropped from the composite to increase the reliability of the composite and to focus composite content on the ability of the spouse to cope over longer periods of separation.

A factor analysis of items covering the use of various Army social services resulted in the formation of a new composite, Relocation assistance (RELOASST). Items 164G2, H2, and I2 had high loadings on Factor F1 (see Table 7). These items were later supplemented by item 164K2, Use of relocation counseling, when an Alpha reliability analysis indicated that the reliability would be raised by adding it to the composite (see Table 8).

As a result of the item analyses, the composite, Community satisfaction (COMMSAT), was also augmented by adding an item measuring the quality of schools for children available in Army versus civilian life (see Table 8). However, both factor analysis and item analysis did not indicate that any item deletions or additions should be made in the case of the three composites, Relocation adjustment (RELOCADJ), Army policies support (ARPOLSUP), and Soldiering (SOLDIER). The items forming these composites had high loadings on separate factors and the composite reliabilities apparently would have been adversely affected by changes in item content. Along with the composites, Lack of alienation (ALIEN), and Work stress -- married (MWRKSTRS) described above, the composition of these three composites was left unchanged.

Table 7

Rotated Factor Pattern for Army Social Service Use Items

Variables	Description	Factors		
		F1	F2	F3
S 164A2	Have used budget counseling	04*	04	25
S 164D2	Have used spouse employment referrals	17	07	38
S 164G2	Have used community orientation	61	16	17
S 164H2	Have used premove information	67	11	23
S 164I2	Have used sponsorship assistance	62	15	21
S 164J2	Have used lending closet	29	12	43
S 164L2	Have used directory of community service	33	31	37
S 164M2	Have used services for families off post	25	15	47
S 164O2	Have used information/referral services	24	35	41
S 164P2	Have used libraries	14	67	17
S 164Q2	Have used housing location referrals	17	33	55
S 164R2	Have used legal services	12	49	40
S 164S2	Have used recreation services	17	73	08
S 164FF2	Have used youth recreation programs	26	18	25

* Decimal points omitted.

The Alpha reliabilities of the composites used in the later multivariate analyses are given in Table 8. Reliabilities are given for the revised composites as well as for the original composites and the unchanged composites. It can be seen by comparing the reliabilities of the original and revised composites that overall the gains in reliability that resulted from the changes in item composition were relatively modest. Most of the composite reliabilities are not as high as might be desired. However, they are apparently measuring separate and diverse underlying aspects or dimensions of Army/family interactions.

Factor Analysis of Missing Data Dummy Variables

The 25 missing data dummy variables were factor analyzed in order to identify a set of independent factor scores that could account parsimoniously for the interrelationships among the dummy variables. The eigenvalues of seven factors met the 1.00 minimum criterion used. The loadings obtained by the individual dummy variables on the seven factors were then examined to determine which factor score could be used in lieu of the original dummy variables. For example, the dummy variables for S69P, S77B, S78B, S132, S136, RELOCADJ, WRKSTRS, SEPCOP, ARPOLSUP, and SPOSUPP had high loadings on the first factor. Soldiers without families for the most part would have not have responded to the items comprising these variables. Five of the dummy variables did not have high loadings on any factor. These variables, DAFQTP, DBC, D62, D78A, and DCOMMSAT, had commonalities less than .10. Factor scores were not used in lieu of these dummy variables. (These five dummy variables and the seven factor scores were introduced into the hierarchical stepwise regression equations, when the corresponding original variables were first introduced.)

Table 8

Item Composition and Alpha Reliabilities of Original and Revised Composites
(60% sample)

Original Composite	Item Composition	Rel.	Revised Composite	Item Composition	Rel.
USUPSUPP	18 O to R	.85	RUSUPSUP	18 N to R; 226	.89
UPERSUP	18 E, K to N	.79	RUPERSUP	18 A,B,E,K,L	.75
COMMSUPP	89 A to F	.72	RCOMMSUP	89 A,B,C,E	.73
WORKSAT	68 A to H, K, L	.83	RWORKSAT	68A, D to I, K,L	.84
AFFIT	130 A, B, C	.75	RSPOSUPP	130 A to D;	.86
SPOINV	130 A to D, G, H	.81		133, 134	
SEPCOP	127 A to D	.87	RSEPCOP	127 B, C, D	.89
COMMSAT	68 Q; S to V	.82	RCOMMSAT	68 O to V	.85
			RELOASST	164 G2, H2, I2, K2	.73
ALIEN	74 B, D, E	.69			
MWRKSTRS	75A, C, D; 130 K	.76			
RELOCADJ	156 A, B, E, G	.76			
ARPOLSUP	148 A to H	.85			
SOLDIER	40 A to D	.86			

Hierarchical Multiple Regression Analysis

Table 9 presents the results of the hierarchical multiple regression analysis. Each of the nine sets of variables that entered into the regression equation increased the R^2 significantly at the .01 level. The most significant increases occurred after the introduction of the sets, Soldier Demographics, Family Demographics, Unit Support for Families and Soldiers, Individual Responsibility, Family Adjustment to Army Life, Satisfaction, and Commitment to the Army. However, as the significance of the resultant increase in R^2 as well as the size of the increase are in part a function of the order in which the variable sets were introduced into the equation, care should be exercised in interpreting these amounts as indicative of the relative impact of the variable sets on individual readiness.

Within each variable set, at least one variable had a regression weight that was significant at the .01 level, either when the variable was first introduced into the equation or after all 56 variables had entered the equation. Most of the variables that had significant regression weights upon first entering the equation, had significant weights after all variables had entered. The Soldier Demographics and Individual Responsibility variable sets had the most variables that met the .01 significance test upon first entering and after all variables had entered.

Of the 44 originally selected independent variables and the 12 associated missing value dummy variables, 25 of the original variables and four of the dummy variables met the .01 significance test. Examination of signs of the regression weights for these 25 variables revealed that Unit is combat unit (UICTYPE1) entered the initial and final equations with unexpected negative weights. In the earlier analysis of the impact of Army and family factors on unit readiness, UICTYPE1 had positive direct, indirect, and total

Table 9

Results of the Hierarchical Multiple Regression Analysis
($n = 5624$)

				Significance of Variable B Wt	
Variable Set Inputted		R ² After Addition	Significance of R ² Increases	First Introduced	At End of Run
Soldier Demographics		.1901	.0000		
AFQT	AFQT percentile score			.0001	.0001
S13	Education level			.0001	.0001
S14NEW	Soldier pay grade/rank (without warrant officers)			.0001	.0001
S15	Selected for promotion to next rank/grade			.0001	.0001
S10	Soldier is male			.0098	.0029
S150	No. of months at present location			.0002	.0030
S8C	Guardian served in Armed Forces			--	--
S159C	Renting off post			--	--
DAFQTP				.0001	--
D8C				--	--
Family Demographics		.1982	.0000		
S136	No. of dependent children living with you			--	--
S92	Currently married			.0029	.0046
MARSTAT1	Married to military spouse			.0079	--
S90	Close relative lives within 2 hours			--	--
Unit Type		.1992	.0082		
UICTYPE1	Unit is a combat unit			.0081	--
Unit Support for Families and Soldiers		.2481	.0000		
UI 2113	Unit has a family support group			--	--
UI 216	Unit has activities for all the family			--	--
UI 2110	Unit allows time for non-urgent family matters			--	--
RUPERSUP	Unit personnel support			.0001	.0001
RUSUPSUP	Unit supervisor family support			.0001	.0001

(continued)

Table 9 - Results of the Hierarchical Multiple Regression Analysis (cont)

Family Strength and Adaptation		.2506	.0023		
S132	Happiness of marriage			--	--
ALIEN	Lack of alienation			.0021	--
S77B	Demand of family responsibilities			--	--
RCOMMSUP	Army Community support network			--	--
Individual Responsibility		.2741	.0000		
S67	No. of months not paid bills in past months			--	.0047
S62	Currently working second job			--	--
RELOASST	Has used relocation assistance			--	--
S164A2	Has used budget counseling			.0001	.0001
S37C	Typically works at night in part/whole			.0010	.0009
S72K	Family should adjust to job demands			.0001	.0001
S57B	Has current driver's license			.0017	.0021
S57D	Has transportation to unit in emergency			.0003	.0011
S78A	Success with work responsibilities			.0001	.0001
D62				--	--
D78A				--	--
Family Adjustment to Army Life		.2798	.0000		
S78B	Success with family responsibilities			.0008	.0013
RELOCADJ	Relocation adjustment			--	--
MWRKSTRS	Lack of work stress -- married soldiers			--	--
RSEPCOP	Spouse copes during soldier absence			--	--
S164D2	Has used spouse employment referrals			.0004	.0010
ARPOLSUP	Support for Army policies			--	--
Satisfaction		.2870	.0000		
RCOMMSAT	Community satisfaction			.0066	.0021
RWORKSAT	Work satisfaction			.0001	.0001
S69P	Compare spouse's overall satisfaction			--	--
DCOMMSAT				--	--

(continued)

Table 9 - Results of the Hierarchical Multiple Regression Analysis (cont)

Commitment to the Army					
		.2932		.0000	
S84	Likelihood of remaining in the Army			--	--
SOLDIER	Soldiering			.0001	.0001
RSP0SUPP	Spouse supports Army career			--	--
Unit Readiness					
		.2943		.0032	
RURR	Readiness score of unit (without IRR component)			.0042	.0042
Dummy Variables					
Factor 1				.0001	.0019
Factor 2				--	--
Factor 3				.0025	.0029
Factor 4				--	--
Factor 5				--	.0035
Factor 6				--	--
Factor 7				--	--

effects on unit readiness (Sadacca et al., 1992). The authors decided to drop UICTYPE1 from the LISREL modelling as it was anticipated that the direction of its impact on individual readiness would be counter-intuitive. With three exceptions (described below), the signs of the remaining original variable regression weights that were significant at the .01 level were not counter-intuitive; that is, they were in the direction one might expect on the basis of the theoretical model or earlier analytic results.

Three other variables, Highest level of education completed (S13), Success in dealing with family responsibilities (S78B), and Community satisfaction (RECOMMSAT) entered into the initial and final equations with negative weights despite having positive correlations with individual readiness. As these results were consistent with the results obtained in the preliminary analyses (see Sadacca et al., 1991), it was decided to retain all three variables in the LISREL model. Their significant negative regression weights may indicate that these variables acted as "suppressor" variables in the regression analyses.⁷ (In these cases, education level was correlated highly with soldier rank/grade which in turn had a higher correlation with individual readiness than education level did; S78B was highly correlated with S78A, Success with work responsibilities, which in turn had a higher correlation with individual readiness; and RCOMSAT was highly correlated with WORKSAT which had a higher correlation with individual readiness.

As mentioned earlier, four of the 12 missing data dummy variables entered the equation with significant weights. In order to reduce the number of dummy variables required for the LISREL modelling, the authors first

⁷ If X_1 and X_2 are two independent variables both positively related to Y , the dependent variable, but the product $r_{12} r_{1Y}$ is greater than r_{2Y} , then the regression weight of r_{2Y} could be negative in the equation despite the positive relationship of X_2 with Y .

dropped the dummy variables that were associated exclusively with primary variables that did not enter the equations at the .01 significance level. Second, the authors dropped dummy variables for which less than five percent of the sample had missing data. Subsequently, only one of the 12 dummy variables, DAFQT, was retained for the LISREL modelling. In addition, a dummy variable for Has used spouse employment referrals (S164D2) was created for use in lieu of the dummy factor score used for that variable in the hierarchical regression analysis.⁸

In examining the set of variables that had statistically significant weights in the hierarchical regression analysis, it is apparent that not many of the family-related variables were significant at the .01 level. These results paralleled earlier results obtained in the preliminary analyses of both the individual and unit level readiness data. However, some family variables were shown in the LISREL analyses of the unit readiness data to have a significant indirect effect on unit readiness. In addition, the AFRP theoretical model (see Figure 1) postulates indirect linkages between family factors and individual readiness. Subsequently, the authors selected seven family-related variables for inclusion in the LISREL modelling:

S136	Number of dependent children living with you
S132	Happiness of marriage
RCOMMSUP	Army support network
MWRKSTRS	Lack of work stress -- married soldiers
RSEPCOP	Spouse copes during soldier absence
S69P	Compare spouse's overall satisfaction
RSPOSUPP	Spouse supports Army career

In addition, the variable, Likelihood of remaining in the Army (S84), was retained in the LISREL model. In the theoretical model, desire to remain in

⁸ More than five percent of the sample had missing data for S164D2 and S164D2 entered the equations at the .01 significance level. The other primary variables, whose corresponding dummy variables loaded on the S164D2 dummy factor score, either did not require a dummy variable or were not selected for the LISREL modelling.

the Army is seen as being directly impacted by a number of family factors and having a direct impact on individual readiness itself.

To summarize, considering the results of both the present hierarchical regression analysis and earlier analysis of the individual and unit readiness data, as well as the linkage among the factors postulated in the theoretical model, 34 variables in addition to the measure of individual readiness were selected for inclusion in the LISREL modeling. These variables included 24 variables that had significance levels of .01 or less in the present hierarchical regression analyses, seven additional family-related variables, two associated dummy variables, and a measure of the likelihood of remaining in the Army after completion of the current obligation (S84).

Phase II--Iterative LISREL Modelling

The hypothesized structural relationships between the variables selected for inclusion in the initial model are displayed in Figure 2. In this model there are 10 variable blocks. The model's exogenous variables are contained in the variable blocks, Family and Individual Characteristics. In the initial as well as the subsequent models, these variables were postulated to have direct and indirect effects on the remaining variables in the model. They are not postulated to be caused by any other variables in the model. The remaining variable blocks shown in Figure 2 are measures of concepts that are directly caused or influenced indirectly by the other model variables.

How well the initial and subsequent models were able to account for the empirical interrelationships among the variables can be measured by a number of indexes. The indexes of model fit for the initial model are given in Table 10. Though these indexes are not perhaps as good as they could be, they are not poor by any means. The goodness-of-fit index of .939 is quite good, in

Table 10

Indexes of Model Fit by Sample

Model Fit Measure	Initial Model	Final Model		
	60% Sample (n = 5624)	60% Sample (n = 5624)	40% Sample (n = 3657)	Total Sample (N = 9281)
Chi-square d.f. = 202 Initial model = 187 Final model	6945	1599	1394	2703
Goodness of Fit Index	.939	.983	.978	.983
Root Mean Square Residual	.047	.023	.026	.023
R ² for Individual Readiness	.262	.277	.266	.268
R ² for Reenlistment Intention	.187	.258	.267	.260
Total Coefficient of Determination	.487	.548	.618	.564

fact. The chi-square is very large, but so is the sample size. However, examination of the LISREL output indicated that a number of model changes would improve the model fit considerably. Most of the indicated changes involved hypothesizing additional linkages among the variable blocks. The number of variable blocks in the model was also increased to 15 from the 10 in the initial model. The high relationships between some variables initially placed in the same block led, in part, to their placement in separate blocks. The high correlation between the leadership practice variables, RUPERSUP and RUSUPSUP, led to combining these two composites into one variable. (The reader may recall that the factorial structure of these two variables overlapped considerably -- see Table 2.)

After the revised model was run, additional linkages among the variable sets were hypothesized and the model was run for the third and final time. As seen in Table 10, the indexes of model fit improved substantially. In the 60% sample, the value of chi-square decreased by over 75% from the first to the third model. The root mean square residual decreased by over 50%. The

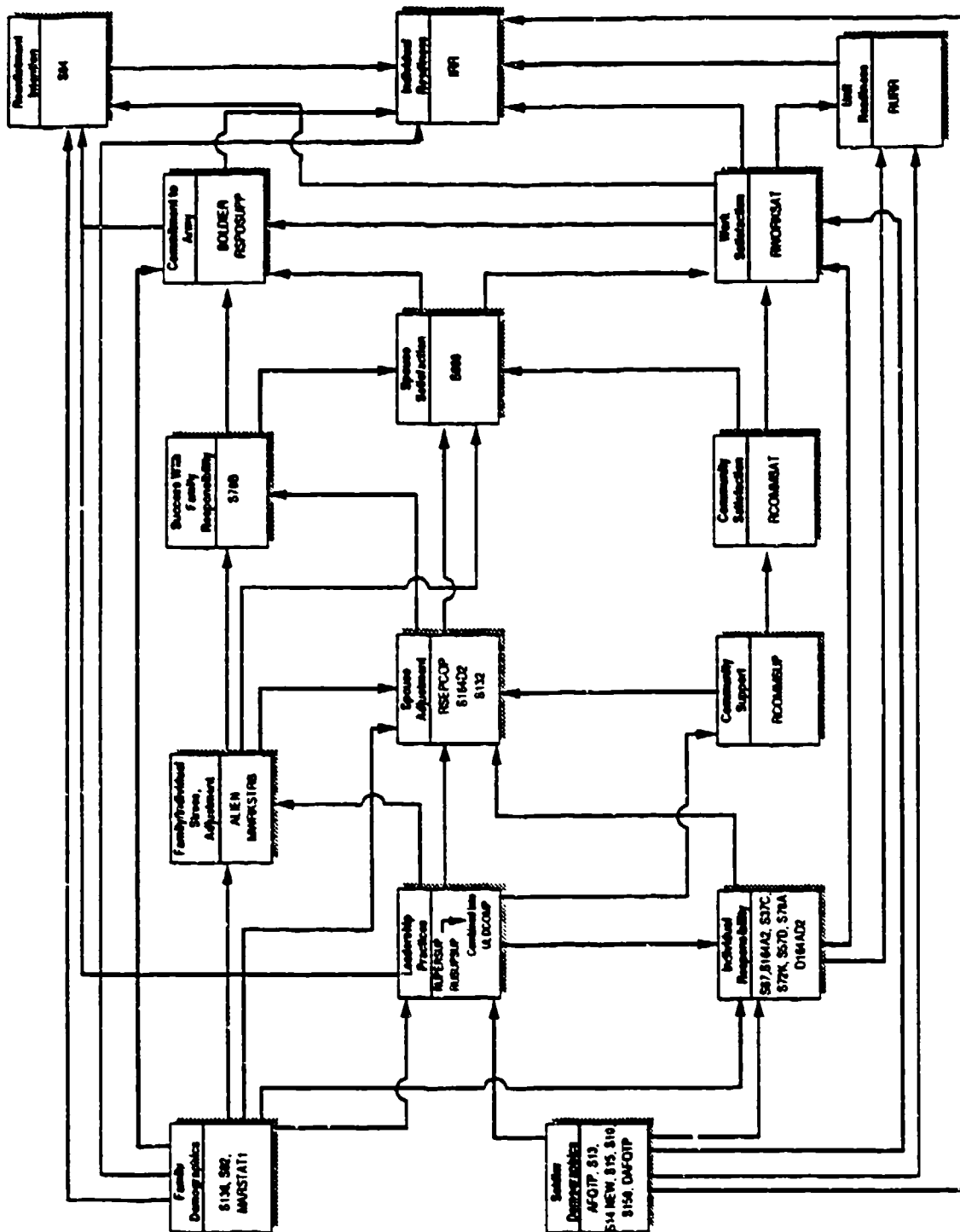
goodness-of-fit index rose to .983, a high value indeed. The squared multiple correlation of the structural equations (R^2) for Reenlistment intention (SB4) rose .071. This latter increase reflects the increased number of paths linking Reenlistment intention to the other model variables (see Figure 3).

Comparison of the initial and final models (see Figures 2 and 3) reveals that the blocks of endogenous variables for the initial model are divided quite differently in the final model. In particular, the initial Family Strength and Adaptation, Family Adjustment to Army Life, Satisfaction, and Commitment to Army blocks have been broken out into nine separate blocks. Two of the new blocks involve spouse adjustment and spouse satisfaction. Another two blocks involve Army Community Support and Community Satisfaction, while two blocks cover Family/Individual Stress and Adjustment to Army Life, and Success with Family Responsibilities. These variable sets are seen as having both direct and indirect effects on Work Satisfaction and Commitment to the Army. As in the initial model, the family related variables are not hypothesized to have direct effects on individual readiness.

In the final model, the family-related variables effect on individual readiness are through their effects on Work Satisfaction and Commitment to the Army. Work Satisfaction and Commitment to the Army are hypothesized as directly impacting both Individual Readiness and Reenlistment Intention. Reenlistment Intention was made into a separate model element with its own hypothesized linkage to individual readiness. Direct causal linkages from Family Demographics and Leadership Practices to Reenlistment Intention are also hypothesized.

Phase III--LISREL Analyses on Independent and Total Samples

Table 10 also shows several indexes of model fit in the 40% and total samples. The model fit indexes held up quite well in the 40% sample. As might be expected, the 40% sample indexes generally indicated somewhat poorer



Additional Final Model Direct Paths Not Depicted in Diagram:

- Soldier Demographics to Commitment to Army
- Soldier Demographics to Readiness Interaction
- Soldier Demographics to Community Satisfaction
- Leadership Practices to Work Satisfaction
- Leadership Practices to Unit Readiness
- Leadership Practices to Individual Readiness
- Individual Responsibility to Individual Readiness
- Individual Responsibility to Commitment to Army
- Individual Responsibility to Family/Individual Stress Adjustment
- Individual Responsibility to Success with Family Responsibility
- Community Support to Commitment to Army
- Family/Individual Stress Adjustment to Commitment to Army
- Spouse Adjustment to Commitment to Army

Figure 3. Army Family/Individual Readiness Final Model

fit than the corresponding values for the 60% sample which was used in the derivation of the model. But the decrements were relatively small and point to the stability of the model results across the two samples. The large sample sizes involved probably contributed to this stability.

The similarity of the model results obtained in the two samples can also be seen in Table 11 which gives the direct, indirect, and total effects of the model variables on individual readiness for both the 60% and 40% samples. Examination of the table reveals that each of the effects (direct, indirect, and total) is remarkably similar in size across the model variables. The correlations⁹ between the sizes of the effects in the two samples were very high: .95 for the two sets of direct effects, and .97 for the sets of indirect and total effects.

The intercorrelations among the final model variables in the total sample are given in Table 12. In the LISREL model run on the entire sample, the three model variables having the largest positive direct and total effects on individual readiness were the Rank or grade of the soldier (S14NEW), the Unit leadership composite variable (ULDCOMP), and the AFQT percentile of the soldier (see Table 13). The soldier's grade or rank and the unit leadership composite also had the highest indirect effects on individual readiness. The variables, Success with work responsibilities (78A), Work satisfaction (RWORKSAT), and Soldiering (SOLDIER), had intermediate positive direct and total effects on individual readiness.

⁹ These correlations were taken across the model variables ($n = 24$ for the direct effect correlation, 31 for the indirect effect correlation, and 33 for the total effect correlation).

Table 11

Direct, Indirect, and Total Effects of Model Variables
on Individual Readiness by Sample
($n = 5612$ for 60% sample; $n = 3657$ for 40% sample)

Variable	Direct Effects		Indirect Effects		Total Effects	
	60%	40%	60%	40%	60%	40%
AFQIP	.142	.184	.033	.018	.176	.202
S13	-.070	-.073	-.040	-.049	-.110	-.122
S14NEW	.389	.513	.158	.131	.547	.645
S15	.049	.050	.033	.030	.083	.081
S10	.043	.065	-.006	.005	.037	.070
S150	.035	-.012	.006	.005	.041	-.007
DAFQTP	-.032	-.008	-.031	-.027	-.063	-.035
S5/B	.035	-.007	.017	.015	.051	.008
S136	.013	.013	-.002	.000	.011	.012
S92	.009	-.010	.033	.022	.042	.012
MARSTAT1	.029	.014	.011	-.002	.040	.012
ULDCOMP	.134	.122	.091	.054	.224	.176
S67	-.037	-.020	-.002	.002	-.039	-.018
S164A2	-.051	-.029	-.002	.004	-.054	-.025
S37C	-.033	-.023	-.002	-.002	-.034	-.025
S72K	-.068	-.012	.017	.011	-.051	-.001
S57D	.038	.006	.005	.003	.043	.009
S78A	.089	.100	.028	.027	.116	.127
D164AD2	-.042	-.016	.000	-.002	-.041	-.019
ALIENATE	--	--	.011	.002	.011	.002
MWRKSTRS	--	--	.011	.005	.011	.005
COMMSUPP	--	--	.013	.013	.013	.013
RSEPCOP	--	--	.004	.009	.004	.009
S164D2	--	--	.003	.003	.003	.003
S132	--	--	.000	.008	.000	.008
S78B	--	--	.000	.001	.000	.001
RCOMMSAT	--	--	.031	.009	.031	.009
S69P	--	--	.003	.007	.003	.007
RWORKSAT	.087	.012	.020	.023	.106	.034
SOLDIER	.081	.106	.006	.002	.087	.108
RSPOSUPP	-.011	.015	.006	.002	-.005	.017
S84	.030	.012	--	--	.030	.012
RURR	.028	-.009	--	--	.028	-.009

Table 12

Intercorrelations* of Final Model Variables (N = 9281)

VARIABLE	IPR	AFQTP	S_13	S_14NEW	S_15	S_10	S_150	DAFQTP	S_57B	S_136	S_92	MARSTAT1	ULDCOMP	S_67	S_164A2	S_37C	S_72K
IPR	1																
AFQTP	-.13	1															
S_13	.25	-.48	1														
S_14NEW	.39	-.62	.25	1													
S_15	.77	-.77	.77	.39	1												
S_10	.11	-.17	.11	.17	.00	1											
S_150	.00	.00	.00	.00	.00	.05	1										
DAFQTP	.05	.02	.02	.02	.02	.02	.11	1									
S_57B	.17	.17	.17	.17	.17	.17	.17	.02	1								
S_136	.08	.08	.08	.08	.08	.08	.08	.03	.02	1							
S_92	.12	.12	.12	.12	.12	.12	.12	.10	.10	.02	1						
MARSTAT1	.06	.06	.06	.06	.06	.06	.06	.06	.06	.03	.03	1					
ULDCOMP	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	1				
S_57	.32	.15	.19	.29	.01	.30	.01	.12	.06	.04	.13	.02	.13	1			
S_164A2	.12	.05	.10	.14	.03	.00	.02	.05	.01	.01	.03	.03	.03	.14	1		
S_37C	.09	.04	.09	.11	.04	.01	.03	.00	.01	.01	.06	.00	.03	.02	.00	1	
S_72K	.07	.03	.03	.07	.00	.04	.02	.01	.02	.03	.03	.01	.04	.00	.00	.01	1
S_78A	.25	.05	.11	.16	.05	.01	.07	.07	.07	.04	.14	.05	.27	.10	.00	.02	.07
D_164A02	.12	.03	.11	.14	.02	.04	.02	.04	.06	.01	.12	.02	.05	.05	.03	.05	.03
REACTSIRS	.20	.11	.15	.23	.02	.06	.08	.09	.07	.08	.20	.01	.29	.14	.05	.04	.11
RCOMPUSIP	.09	.07	.09	.10	.01	.03	.00	.02	.03	.00	.00	.00	.27	.13	.04	.02	.12
RSEPCOP	.15	.04	.04	.09	.04	.03	.01	.04	.02	.01	.00	.00	.44	.09	.01	.03	.15
S_164D2	.09	.05	.07	.15	.04	.01	.09	.03	.02	.02	.00	.02	.13	.08	.05	.02	.08
S_132	.09	.02	.01	.06	.01	.07	.04	.05	.05	.04	.29	.09	.04	.03	.10	.03	.00
S_78B	.08	.05	.06	.07	.01	.04	.01	.02	.03	.05	.00	.00	.09	.12	.07	.02	.01
RCOMPUSAT	.08	.02	.00	.04	.02	.02	.03	.04	.05	.03	.12	.05	.13	.09	.02	.06	.05
S_69P	.09	.12	.08	.11	.02	.03	.02	.07	.03	.01	.03	.05	.33	.09	.00	.00	.17
RCOMPUSAT	.09	.06	.06	.11	.01	.01	.01	.06	.01	.05	.00	.03	.16	.07	.02	.02	.13
SOLDIER	.30	.16	.18	.27	.02	.04	.09	.15	.06	.03	.13	.04	.65	.14	.02	.03	.20
RESPUSUP	.26	.11	.05	.19	.08	.07	.07	.15	.11	.02	.22	.03	.28	.03	.01	.04	.16
S_84	.15	.12	.10	.18	.00	.01	.03	.10	.04	.07	.00	.09	.22	.11	.05	.03	.15
RERR	.20	.07	.00	.19	.07	.02	.07	.27	.08	.05	.25	.04	.24	.05	.04	.03	.16
RERR	.11	.15	.23	.26	.04	.02	.01	.04	.03	.03	.06	.00	.07	.04	.05	.02	.00

* Correlations of .041 and higher are significant at the .001 level.

(Continued)

Table 12 - Intercorrelations of Final Model Variables (Cont.)

VARIABLE	S_57D	S_78A_D_164AD2	ALTEM MARKSTRS	RCOWMSUP	RSEPCOP	S_164D2	S_132	S_78B RCOWMSAT	S_69P RMDRKSAT	SOLDIER RSPCSUPP	S_84	RURR
IRR	.13	.25	-.12	.09	.15	.05	.09	.06	.09	.26	.20	.11
AFQTP	-.03	-.05	-.03	-.07	-.04	-.05	-.02	-.02	-.06	-.11	-.07	-.15
S_13	.08	.11	-.11	.09	.04	.07	.01	.00	.06	.05	.08	.23
S_14MEN	.14	.16	-.14	.10	.09	.15	.06	.04	.11	.19	.19	.26
S_15	.00	.05	.02	-.01	.04	-.04	.01	.02	.02	.08	.07	-.04
S_1C	-.02	-.01	.04	.03	.03	-.01	.04	-.02	-.03	.07	.02	.02
S_150	.05	.07	-.02	.08	.08	.09	.04	.03	-.01	.09	.07	.01
DAFQTP	-.03	-.07	-.04	-.02	-.04	-.03	-.05	-.04	-.06	.15	-.27	-.04
S_57B	.23	.07	-.06	.03	.02	.02	.05	.05	.01	.11	.08	.03
S_136	.03	.24	-.01	.00	-.01	-.02	.04	.03	.05	.02	.05	.03
S_92	.18	.14	-.12	.20	.00	.00	.00	.12	.00	.22	.35	.06
MARKSTAT1	.05	.05	-.02	.01	.00	.02	.09	.05	.03	.03	.09	.00
URDCOMP	.12	.27	-.05	.27	.44	.13	.04	.13	.16	.28	.24	.07
S_67	-.01	-.10	.05	-.13	-.09	.08	.03	-.09	-.07	-.03	-.05	-.04
S_164A2	.20	-.04	.03	-.04	.01	-.05	.10	-.02	-.02	.01	-.04	.05
S_37C	-.02	-.01	.05	-.02	-.03	-.02	.03	.06	-.02	-.04	-.03	-.02
S_72X	.02	.07	.03	.12	.15	.08	.01	.05	.17	.16	.16	.00
S_57D	1	.09	-.08	.03	.09	.02	.04	.07	.02	.11	.09	.04
S_78A	.09	1	-.09	.17	.19	.11	.04	.35	.06	.30	.20	.03
D_164AD2	-.08	-.09	1	-.04	-.03	-.02	.00	-.04	.02	-.04	-.08	-.03
ALTEM	.12	.26	-.08	.27	.23	.11	.17	.25	.12	.18	.23	.06
MARKSTRS	.03	.17	-.04	1	.21	.23	.00	.24	.23	.11	.15	.05
RCOWMSUP	.09	.19	-.03	.23	1	.11	.03	.15	.13	.22	.18	.01
RSEPCOP	.02	.11	.02	.23	.11	1	-.01	.12	.18	.17	.11	.04
S_164D2	.07	.04	.00	.00	.03	-.01	1	.04	-.03	.10	.10	-.01
S_132	.04	.08	-.02	.18	.09	.05	.01	.29	.05	.05	.06	.00
S_78B	.07	.35	-.04	.25	.15	.12	.04	1	.09	.14	.13	.00
RCOWMSAT	.07	.15	.01	.25	.34	.12	.07	.14	.22	.21	.18	.04
S_69P	.02	.06	.02	.23	.13	.18	.05	.09	1	.31	.20	.03
RMDRKSAT	.14	.32	-.05	.33	.42	.17	.10	.17	.22	.34	.32	.04
SOLDIER	.11	.30	-.04	.18	.22	.12	.05	.24	.09	1	.23	.03
RSPCSUPP	.04	.16	.00	.30	.23	.27	.42	.14	.31	.28	.29	.04
S_84	.09	.20	-.08	.23	.18	.11	.06	.13	.20	.36	1	.03
RURR	.04	.03	-.03	.05	.01	.04	.01	.00	.03	.03	.03	1

Table 13

Direct, Indirect, and Total Effects of Model Variables
on Individual Readiness and Reenlistment Intention
(Total Sample, $n = 928$)

Variable	Individual Readiness			Reenlistment Intention		
	Direct	Indirect	Total	Direct	Indirect	Total
AFQTP	.156*	.028*	.184*	.032	-.003	.029
S13	-.072*	-.041*	-.113*	-.054*	-.067*	-.121*
S14NEW	.433*	.148*	.581*	.073*	.136*	.209*
S15	.049*	.033*	.082*	.053*	.034*	.087*
S10	.051*	-.002	.049*	-.007	.005	-.002
S150	.017	.006	.023	.015	.011*	.026
DAFQTP	-.023	-.030*	-.052*	-.173*	-.049*	-.222*
S57B	.019	.016*	.035*	.008	.016*	.024
S136	.013	-.001	.012	.006	.011*	.017
S92	.004	.028*	.032	.166*	.019*	.185*
MARSTAT1	.023	.007	.029	-.030	.021*	-.009
ULDCOMP	.128*	.078*	.206*	--	.163*	.163*
S67	-.030*	.000	-.030*	--	-.009	-.009
S164A2	-.044*	.001	-.044*	--	-.003	-.003
S37C	-.028	-.002	-.030*	--	-.007	-.007
S72K	-.046*	.014*	-.032*	--	.048*	.048*
S57D	.025	.004*	.029	--	.010*	.010*
S78A	.095*	.028*	.123*	--	.076*	.076*
D164AD2	-.031*	.000	-.031*	--	.001	.001
ALIENATE	--	.007*	.007*	--	.028*	.028*
MWRKSTRS	--	.009	.009	--	.058*	.058*
RCOMMSUP	--	.013*	.013*	--	.046*	.046*
RSEPCOP	--	.006	.006	--	.043*	.043*
S164D2	--	.003	.003	--	.014*	.014*
S132	--	.003	.003	--	.068*	.068*
S78B	--	.000	.000	--	.008	.008
RCOMMSAT	--	.022*	.022*	--	.058*	.058*
S69P	--	.004	.004	--	.043*	.043*
RWORKSAT	.058*	.021*	.079*	.147*	.047*	.194*
SOLDIER	.089*	.005	.094*	.195*	--	.195*
RSPOSUPP	-.001	.004	.004	.180*	--	.180*
S84	.024	--	.024	--	--	--
RURR	.014	--	.014	--	--	--

* Significant at the .001 level.

Relatively few of the variables measuring family characteristics had large indirect or total effects on individual readiness. In contrast, these variables generally had high positive indirect or total effects on reenlistment intention (S84). Spouse support (RSPOSUPP), Happiness of marriage (S132), and Work stress--married soldiers (MWRKSTRS), and RSEPCOP, had significant direct/total effects on reenlistment intentions but apparently had little effect on individual readiness. Being married (S92) also had a positive total effect on reenlistment intention, but relatively little effect on individual readiness. Reenlistment intention, itself, had little effect on individual readiness.

Though not as large as the effects on individual readiness, the soldier's rank or grade had large positive direct, indirect, and total effects on reenlistment intention. Similarly, the unit leadership composite (ULDCOMP) had a large positive total effect on reenlistment intention though the total effect was not as large as its total effect on individual readiness. The effects of the variable, Selected for promotion to next grade/rank (S15) on reenlistment intention were also somewhat larger than they were on individual readiness.

Two variables had large negative effects on reenlistment intention-- Education level (S13), and the Absence of an AFQT score (DAFQT) had significant direct, indirect, and total effects on reenlistment intention. The effects of these two variables on individual readiness were also negative. The reader may recall that both these variables had significant negative regression weights in the hierarchical analyses.

Discussion

Both the hierarchical regression analysis and the LISREL analyses provided strong empirical evidence that variables measuring soldier characteristics play a dominant role in accounting for differences in individual readiness. This result is not surprising considering that the ratings of readiness used were probably based to a certain extent on the soldiers' performance, and that personal characteristics have been used very frequently as predictors of job performance. Moreover, the results obtained in the current analyses in regard to individual characteristics paralleled earlier results obtained by Sadacca et al. (1991) in their preliminary analyses of the AFRP data base.

The large direct, indirect, and total effects on individual readiness of the rank or grade of the soldier (S14NEW) was also not surprising. One might expect Army officers and NCOs to give higher ratings to higher ranked personnel; but one would also expect the Army promotion and retention system to operate, in general, to allow better soldiers to reach higher military ranks. The significant direct, indirect, and total effects of the variable, Selected for promotion to the next rank/grade (S15) also support the hypothesis that higher ranked soldiers tend to maintain themselves in a higher state of readiness.

The significant direct, indirect, and total effects on readiness found for the variable, the AFQT percentile (AFQTP), might also have been expected--higher aptitude soldiers in general perform better than lower aptitude soldiers. In the present case, however, the substitution of the AFQTP mean for cases that had missing data and the use in the model of the missing data dummy variable for AFQTP resulted in DAFQTP having negative effects on readiness. The intercorrelations (see Table 12) among the variables, AFQTP, DAFQTP, S14NEW, and IRR, indicate that the substitution of the AFQTP mean for

missing data in AFQTP induced a large negative correlation between AFQTP and S14NEW and a smaller negative relationship between AFQTP and individual readiness. On the other hand, DAFQTP had negative correlations with both S14NEW and readiness, but a zero correlation¹⁰ with AFQTP. When the hierarchical regression analysis and the LISREL analyses took these interrelationships into account, the impact of AFQT percentile on individual readiness turned positive (as it most likely should be) and the impact of DAFQT remained negative (as it most likely should be since over 75% of the soldiers whose AFQTP values were missing were E2s, E3s, and E4s¹¹).

The significant direct positive effect of the variable, Soldier is a male (S10), on individual readiness is consistent with the positive relationship between this variable and IRR (see table 12). However, in earlier analyses (Sadacca et al., 1991, 1992), gender did not have a significant impact on either individual or unit readiness when other variables were taken into account. As males constitute the personnel of combat units almost exclusively, when the variable, Unit is a combat unit (UICTYPE1), was dropped from the current analysis, the ability to control for gender may have been lessened. At any rate, the effect of gender on individual readiness though significant in this analyses, is not a major one.

In contrast to gender, the current (as well as the earlier) analyses consistently point to the importance of unit family and soldier support. The composite unit leadership support variable (ULDCOMP) had the second highest indirect and total effects on individual readiness (after S14NEW). Its direct effect on readiness was also one of the highest. In the earlier LISREL

¹⁰ The way AFQTP and DAFQTP were constructed forces their correlation to be zero.

¹¹ It is unclear why most of the soldiers whose AFQTP values were missing were in the lower ranks. The frequency and timeliness with which the Enlisted Master File (from which these data elements were taken) is updated may be factors.

analysis of unit readiness, the variable block, Unit Family/Soldier Support, had by far the largest direct and total effects on unit readiness. Apparently, the amount of support provided soldiers and families by their units is a key determiner of readiness.

In addition to playing a major role in readiness, unit leadership support also apparently plays a major role in soldier's reenlistment intentions (see also Burnam et al., 1992). ULDCOMP had the highest indirect effect of any model variable on reenlistment intention (S84). Its direct impact on reenlistment intention was also high. Similarly, the variable, S14NEW, had high indirect and direct effects on S84 indicating that grade or rank positively impacts reenlistment intention. Having been selected for promotion to the next rank/grade (S15) also had significant direct and indirect effects on reenlistment intention. Level of education (S13) had similar direct, indirect, and total effects on readiness and reenlistment intention. These effects were significantly negative despite the positive correlations of S13 with IRR and S84. As mentioned earlier, Level of education may be functioning as a "suppressor" variable in the multivariate analyses conducted.

In summary, the soldier demographic variables and the unit leadership variables had remarkably similar effects on both individual readiness and reenlistment intention. A major exception, however, involved the variable AFQTP, and DAFQTP, its missing data dummy variable. AFQTP, itself, had little direct impact on reenlistment intention, but DAFQTP had a large significant negative effect. As mentioned earlier, over 75% of the soldiers who were missing AFQTP values were E2s, E3s, and E4s. These soldiers could be expected to have less intention to stay in the Army than officers and NCOs.

Most of the other variable blocks in the model had quite different effects on readiness and reenlistment intention. This was particularly true

of the family-related and the individual responsibility variable blocks. Six of the seven variables in the Individual Responsibility block had significant total effects on readiness, while only three of these variables had significant total effects on reenlistment intention. On the other hand, of the seven variables in the Family/Individual Stress, Adjustment, Success with Family Responsibility, Spouse Adjustment, and Spouse Satisfaction blocks, six had significant total effects on reenlistment intention while only two had significant total effects on readiness. The remaining model variables also had larger effects on reenlistment intention than on individual readiness. All five variables in the blocks, Army Community Support, Community Satisfaction, Commitment to Army, and Work Satisfaction had high positive effects on reenlistment intention, while their effects on individual readiness were considerably lower. Spouse supports Army career (R:POSUPP), for example, had a direct effect of .180 on reenlistment intention and on direct support of -.001 on individual readiness. Only the Work satisfaction and Soldiering variables had fairly substantial effects on readiness (but much larger effects on reenlistment intention).

The different pattern of variable effects obtained for individual readiness and reenlistment intention is not a function of the predictability of the two measures--both had R^2 values of about .26 in the total sample. Degree of readiness or how well a soldier will perform his/her job in wartime apparently is more a function of the individual, while reenlistment is more a family matter. For example, Being married (S92) had a large direct positive effect on reenlistment intention, but its effect on readiness was not statistically significant.

The above discussion has focused on the model variables that had significant effects on individual readiness and/or reenlistment intention. Of interest also are the variables that had minimal effects on readiness and

reenlistment intention. The effects of some of these variables were statistically significant, though the effects were low. The model variables that did not have any effects $|.03|$ or greater on either readiness or reenlistment intention were Number of months at present location (S150), Number of dependent children living with you (S136), Married to a military spouse (MARSTAT1), Has transportation to unit in an emergency (S57D), Absence of alienation (ALIEN), Has used spouse employment referrals (S164D2), and Success with family responsibilities (S788). The low effects of some of these variables came as somewhat of a surprise to the authors. For example, in earlier individual readiness analyses the variable, S164D2, entered into the hierarchical regression equation with a highly significant weight (Sadacca et al., 1991). In the LISREL analysis of a unit readiness model, Number of dependent children living with you and Married to a military spouse had high effects on unit readiness (Sadacca et al, 1992).

Somewhat surprising to the authors also was the failure of the variables measuring unit readiness (RURR) and Reenlistment intention (S84) to have significant direct effects on individual readiness. In the earlier analyses of unit readiness (Sadacca et al, 1992), reenlistment intention was not included in the unit readiness model because of its low relationship with unit readiness. In the current analysis, reenlistment intention had a correlation of .03 with unit readiness. Apparently, the three outcome measures, individual readiness, unit readiness, and reenlistment intention, have somewhat similar causative factors, but do not directly affect one another.

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APPENDIX A

Soldier Questionnaire and
Unit Information Form

SURVEY APPROVAL AUTHORITY: U.S. ARMY SOLDIER SUPPORT CENTER
SURVEY CONTROL NUMBER: ATNC-AO-89-10A RCS: MILPC-3

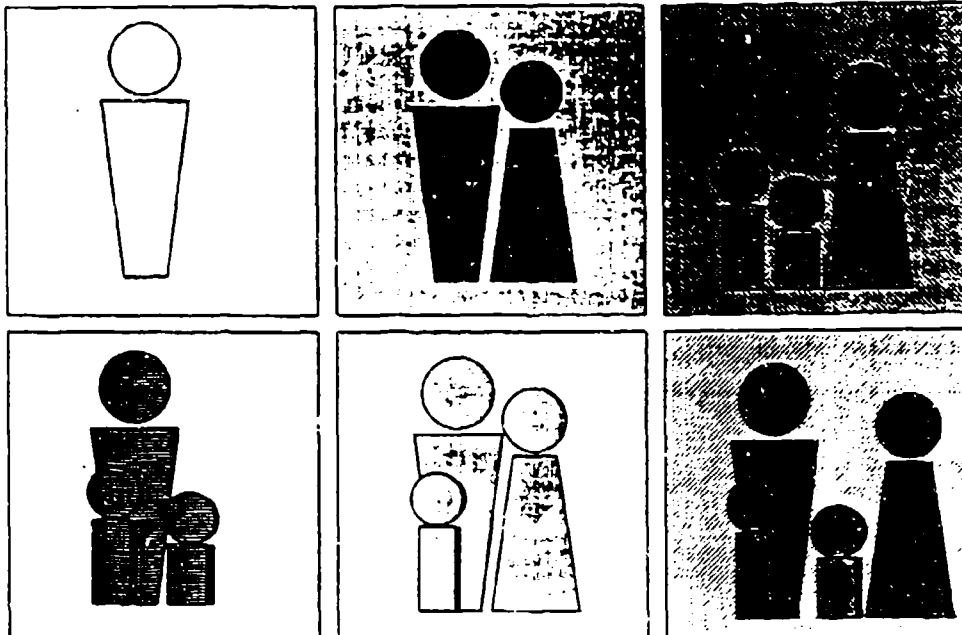
Army Family Research Program



Bar Code Label Here

1989 Army Soldier and Family Survey

SOLDIER SURVEY



02358

80083

1989 SOLDIER QUESTIONNAIRE

INTRODUCTION

Who are we? We are conducting this research for the Army Research Institute under the sponsorship of the Army Community and Family Support Center. We are civilian contractors - Research Triangle Institute, Caliber Associates, and Human Resources Research Organization.

Why is this research being done? The survey addresses major issues in the Army Family Action Plan. It will help Army leaders design future policies and programs for soldiers and Army families. These policies and programs include support services, leadership training, and relocation help. Because this research is about soldiers and families, we will be sending questionnaires to spouses of married soldiers in the sample. Also, we may re-contact you at a later date for follow-up research.

What are the questions about? They are mainly about your military experience, your work, the Army, your community, and the moves you have made. Some questions ask about your family and friends, your career plans, and the preparedness of you and your unit to perform its mission.

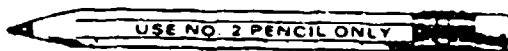
How were you selected? We selected you for this world-wide research on Army soldiers and Army families through a scientific sampling procedure.

Must you participate? Your participation in this research program is voluntary. You may skip any questions to which you object, but please answer questions honestly. Your answers are very important because you represent many other soldiers like yourself and our research methods will not let us replace you.

PRIVACY STATEMENT

The data you provide will be kept confidential and will be used for research purposes only. The contractors will not release personally identifiable data collected under this contract to anyone except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. Your answers and some personnel data obtained from records will be combined with those from other soldiers and spouses to prepare a report. This questionnaire will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

MARKING INSTRUCTIONS



CORRECT MARK



INCORRECT MARKS



- ERASE ALL CHANGES CLEANLY AND COMPLETELY

- MAKE NO STRAY MARKS IN THIS BOOK

YOUR BACKGROUND

1. Are you currently working in your primary military occupation (PMOS) or basic branch?

☐ Yes ☐ No

2. When does your current obligation end (ETS date or end of active duty obligation)?

☒ Does not apply; I have an indefinite obligation.

EXAMPLE:

MONTH		YEAR	
1	2	8	7
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

3. When you first entered active duty, were you... (MARK ONE)

- ☐ Single, never married
☐ Remarried, was divorced or widowed
☐ Married for the first time
☐ Legally separated or filing for divorce
☐ Divorced
☐ Widowed

4. When you first entered active duty, did you have any children who were living with you or for whom you were paying child support?

☐ Yes ☐ No

5. While serving on active duty, have you ever been a single parent with your child living with you?

☐ Yes ☐ No

6. How important was each of the following in your decision to enter active duty the first time? (MARK ONE CIRCLE FOR EACH ITEM OR MARK DOES NOT APPLY.)

☒ Does not apply; I was drafted

- | | Extremely Important | Very Important | Somewhat Important | Not Very Important | Not At All Important |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. To develop maturity, discipline or responsibility | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. To get trained in a skill/profession | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. To serve my country | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. To take time out to decide about my life plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. To get money for further education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. To gain experience for a civilian job after service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. To fulfill ROTC or other educational commitment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Lack of civilian job opportunities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| i. Chance to travel | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| j. Military tradition in my family | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| k. Security and stability of a job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| l. Retirement benefits | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Which one of the following best describes your career/reenlistment plans when you entered active duty the first time? (MARK ONE)

- ☐ I planned to make the military a career.
☐ I wanted to try it and see if I liked it, then decide whether to stay in.
☐ I planned to stay in a short time and then leave.
☐ I was undecided about my career plans when I entered.

8. Which one best describes your parents' or guardians' active duty military service? (MARK ONE CIRCLE FOR EACH PERSON)

Father or Male Guardian	Mother or Female Guardian
<input type="radio"/> Active	<input type="radio"/> Active
<input type="radio"/> Reserve	<input type="radio"/> Reserve
<input type="radio"/> National Guard	<input type="radio"/> National Guard
<input type="radio"/> Civilian	<input type="radio"/> Civilian
<input type="radio"/> Don't Know	<input type="radio"/> Don't Know

- a. Father or Male Guardian ☐ ☐ ☐ ☐ ☐
b. Mother or Female Guardian... ☐ ☐ ☐ ☐ ☐

9. Have any of your brothers or sisters ever served on active duty in the U.S. Armed Forces?

- ☒ Does not apply; I have no brothers or sisters.
☐ Yes
☐ No

10. Are you... ☐ Male ☐ Female

11. Are you... (MARK ONE)

- ☐ American Indian or Aleut/Eskimo
☐ Asian or Pacific Islander
☐ Black
☐ White

12. Are you of Hispanic background? ☐ Yes ☐ No

13. What is the highest level of education you have completed? (MARK ONE)

- ☐ Some high school or less, but no diploma or GED
☐ High school completed with diploma
☐ High school completed with GED
☐ Up to 2 years of college, but no degree
☐ Associate degree
☐ From 3 to 4 years of college, but no degree
☐ Bachelor's degree
☐ A year or more of graduate credit, but no graduate degree
☐ Master's degree (MA, MS, MFA)
☐ Doctorate degree (PhD, DPH)
☐ Professional degree (MD, DDS, or LLB)

14. What is your present pay grade/rank?

ENLISTED	OFFICER
<input type="radio"/> E1 <input type="radio"/> E6	<input type="radio"/> W1 <input type="radio"/> O1
<input type="radio"/> E2 <input type="radio"/> E7	<input type="radio"/> W2 <input type="radio"/> O2
<input type="radio"/> E3 <input type="radio"/> E8	<input type="radio"/> W3 <input type="radio"/> O3
<input type="radio"/> E4 <input type="radio"/> E9	<input type="radio"/> W4 <input type="radio"/> O4
<input type="radio"/> E5	<input type="radio"/> O5
	<input type="radio"/> O6
	<input type="radio"/> O7+

15. Have you been selected for promotion to the next pay grade/rank?

☐ Yes ☐ No

YOUR UNIT ENVIRONMENT

16. How many months have you been in your current unit (that is, your company or other similar unit)?

NAME
0
1
2
3
4
5
6
7
8
9

17. Do you usually do your daily Army work with the company or other similar unit to which you are assigned?

- ☐ Yes, I work with my assigned unit.
☐ No, I work someplace else.

THE NEXT QUESTIONS ASK ABOUT WORK AT YOUR CURRENT DUTY ASSIGNMENT.

- IF YOU WORK WITH YOUR ASSIGNED COMPANY OR OTHER SIMILAR UNIT, ANSWER THESE QUESTIONS FOR YOUR WORK WITH YOUR UNIT.
- IF YOU WORK SOMEPLACE ELSE, ANSWER THESE QUESTIONS FOR THE PLACE WHERE YOU WORK.

18. How often do the following occur at your current duty assignment?

Not at All
Seldom
Sometimes
Frequently
Very Often or Always

- a. Your skills and abilities are needed for getting the job done ☐ ☐ ☐ ☐ ☐
- b. Soldiers are encouraged to develop new ways of doing things ☐ ☐ ☐ ☐ ☐
- c. At the start of the duty day you do not know when you will leave work at the end of the day ☐ ☐ ☐ ☐ ☐
- d. You are kept at work beyond normal duty hours ☐ ☐ ☐ ☐ ☐
- e. You get recognition from leaders for the work you do ☐ ☐ ☐ ☐ ☐
- f. After you leave work at the end of the duty day, you are called back for an additional detail ☐ ☐ ☐ ☐ ☐
- g. You have to cancel leave or important personal/family plans because of your work requirements ☐ ☐ ☐ ☐ ☐
- h. Changes in job procedures are introduced with little or no explanation ☐ ☐ ☐ ☐ ☐
- i. You are sent to a field training exercise or TDY without adequate prior notification ☐ ☐ ☐ ☐ ☐

Not at All
Seldom
Sometimes
Frequently
Very Often or Always

- j. You are assigned work that is not valuable to the Army ☐ ☐ ☐ ☐ ☐
- k. Your supervisors' enthusiasm for the Army inspires you to perform the best that you can ☐ ☐ ☐ ☐ ☐
- l. Discipline is administered fairly ☐ ☐ ☐ ☐ ☐
- m. Soldiers help each other out when they have personal problems ☐ ☐ ☐ ☐ ☐
- n. When you or someone you work with has a personal problem, your supervisor is willing to listen ☐ ☐ ☐ ☐ ☐
- o. When you or someone you work with has a family problem, your supervisor is willing to listen ☐ ☐ ☐ ☐ ☐
- p. Your supervisor shows a real interest in the welfare of families ☐ ☐ ☐ ☐ ☐
- q. Your supervisor allows soldiers time off for urgent family matters (example, medical care) ☐ ☐ ☐ ☐ ☐
- r. Your supervisor allows soldiers time off for non-urgent family matters (example, family activities) ☐ ☐ ☐ ☐ ☐

19. To what extent do the following apply to the leaders at your unit or place of duty?

Not at All
Slightly Extent
Medium Extent
Great Extent
Very Great Extent

- a. The leaders of my unit encourage unit-wide family activities ☐ ☐ ☐ ☐ ☐
- b. The leaders of my unit know about Army family programs ☐ ☐ ☐ ☐ ☐
- c. If war broke out, the leaders of my unit would be concerned about the welfare of their soldiers' families ☐ ☐ ☐ ☐ ☐

20. How would you describe the relationships between the officers and enlisted soldiers in your unit or place of duty?

- ☐ Very Good
☐ Good
☐ So-so
☐ Bad
☐ Very Bad

21. How would you describe each of these?

Very Low	Low	Medium	High	Very High
----------	-----	--------	------	-----------

- a. What is the level of morale in your unit? ○ ○ ○ ○ ○
- b. In the event of combat, how would you describe your confidence in your unit members? ○ ○ ○ ○ ○
- c. How would you describe your unit's readiness for combat? ○ ○ ○ ○ ○

22. How much do you agree or disagree with the following statements about your unit or place of duty?

Strongly Disagree	Disagree	Can't Say	Agree	Strongly Agree
-------------------	----------	-----------	-------	----------------

- a. I am proud of my unit ○ ○ ○ ○ ○
- b. My closest friendships are with the people I work with ○ ○ ○ ○ ○
- c. My superiors make a real attempt to treat me as a person ○ ○ ○ ○ ○
- d. The officers in this unit would lead well in combat ○ ○ ○ ○ ○
- e. The NCOs in this unit would lead well in combat ○ ○ ○ ○ ○
- f. The soldiers in this unit have enough skills that I would trust them with my life in combat ○ ○ ○ ○ ○

Unit Readiness Rating Scale

Instructions

The questions on pages 5-7 are about readiness. This is a summary of the instructions that were read at the beginning of this session (if group administered).

Notice that each of the 12 unit readiness areas is labeled and defined carefully. In rating the readiness of your unit, first read the question for the category to get an idea of what area of unit readiness the scale covers.

A 7-point rating scale ranging from 1 (low readiness) to 7 (high readiness) is provided for each readiness area. For each readiness scale, examples of the kinds of behaviors describe different levels of unit readiness. If the "low" end of the scale best describes your unit's typical readiness, a rating of 1 should be chosen. If the "high" end of the scale most closely matches your unit's typical readiness, a rating of 7 should be chosen. They are your unit's.

As you are completing the ratings:

- Base your ratings on how ready your unit is in each area most of the time. DO NOT base your ratings on isolated or unusual events.
- Rate each area of unit readiness separately. DO NOT fall into the trap of giving your unit the same ratings in all areas.
- Rate only your unit's readiness. Provide us with the most accurate and objective ratings you can give.

For each of the 12 areas, mark the one number that best reflects your unit's readiness.

COHESION AND TEAMWORK

23. On a scale of 1 to 7, how ready are your unit's members to work together effectively?

Unit members have low levels of morale, commitment, and camaraderie; members frequently don't assist one another; seldom put forth extra effort and initiative.

Unit members have intermediate levels of morale, commitment, and camaraderie; members often assist each other; sometimes put forth extra effort and initiative.

Unit members have high morale, commitment, and sense of camaraderie; members always assist each other in a coordinated manner; usually put forth extra effort and initiative.

① ② ③ ④ ⑤ ⑥ ⑦

MEETING STANDARDS

24. How ready is your unit to meet inspection standards and follow appropriate operating procedures?

Unit is lax in enforcing and meeting inspection standards; too often fails to follow appropriate operating procedures; conducts certification tests irregularly and poorly.

Unit enforces and meets most inspection standards; usually follows appropriate operating procedures; conducts certification tests fairly regularly and vigorously.

Unit enforces and meets or exceeds all inspection standards; follows appropriate operating procedures at all times; conducts certification tests regularly and vigorously.

① ② ③ ④ ⑤ ⑥ ⑦

COPY AVAILABLE TO ETC DOES NOT PERMIT FULLY LEGIBLE REPRODUCTION

SUPPLIES, MATERIALS, AND EQUIPMENT (NOT INCLUDING VEHICLES AND WEAPONS)

25. Does your unit have the material (not including vehicles and weapons) necessary for mission accomplishment?

Unit lacks material and operating equipment necessary for mission accomplishment; material would not be available soon enough for use when needed.

①

②

③

④

⑤

⑥

⑦

Unit has much of the material and equipment necessary for mission accomplishment; some delays may occur in making material available for use when needed.

Unit has all material and operating equipment for mission accomplishment; material is immediately available for use when needed.

CARE AND CONCERN FOR FAMILIES

26. Does your unit provide care and concern for the families of its personnel?

Unit often fails to make sure that families receive necessary services and emotional support; provides insufficient orientations, counseling, assistance, compassionate leave, etc.

①

②

③

④

⑤

⑥

⑦

Unit generally tries to make sure that families receive necessary services and emotional support; often provides orientations, counseling, assistance, etc.

Unit makes extensive effort to ensure that families receive all necessary services and emotional support; provides valuable orientations, counseling, assistance, etc.

CARE AND CONCERN FOR SOLDIERS

27. Does your unit provide care and concern for its soldiers?

Unit doesn't make sure soldiers receive necessary services; new troops are not promptly oriented; there's not enough concern for soldiers' well-being.

①

②

③

④

⑤

⑥

⑦

Unit usually tries to make sure soldiers receive necessary services; new troops are oriented fairly soon; concern for soldiers' well-being is demonstrated most of the time.

Unit makes every effort to ensure that soldiers receive necessary services; new troops are oriented quickly; concern for soldiers' well-being is demonstrated constantly.

LEADERSHIP

28. How ready are your unit's officers and NCOs to lead the unit?

Leadership of unit sometimes makes poor tactical and personnel decisions; plans and organizes missions poorly; fails to promote unit morale and readiness.

①

②

③

④

⑤

⑥

⑦

Leadership of unit generally makes good tactical and personnel decisions; plans and organizes missions well; promotes unit morale and readiness.

Leadership of unit consistently makes sound tactical and personnel decisions; plans and organizes missions very effectively; actively and effectively promotes unit morale and readiness.

MISSION PERFORMANCE

29. How ready is your unit to demonstrate it can perform its mission?

Unit generally performs poorly in military exercises; pays insufficient attention to mission objectives; acts on orders too slowly; is relatively unresponsive to changing conditions.

①

②

③

④

⑤

⑥

⑦

Unit generally performs well in military exercises; pays attention to mission objectives; acts on orders fairly quickly; responds fairly promptly to changing conditions.

Unit performs extremely well in military exercises; gives priority attention to mission objectives; acts on orders very quickly; responds swiftly to changing conditions.

PERSONNEL CAPABILITIES FOR MISSION ACCOMPLISHMENT

30. How ready are the soldiers in your unit to accomplish mission tasks?

Unit personnel lack some of the necessary MOS and basic Army skills and knowledge to accomplish mission tasks; serious shortages in numbers and types of personnel exist.

①

②

③

④

⑤

⑥

⑦

Unit personnel possess much of the MOS and basic Army skills and knowledge necessary to accomplish mission tasks; not all needed numbers and types of personnel are available.

Unit personnel possess all necessary MOS and basic Army skills and knowledge to accomplish mission tasks; all needed numbers and types of personnel are available.

PERSONNEL DEPLOYABILITY

31. How ready are the soldiers in your unit to meet an alert?

Too few unit personnel may meet an alert; locations and telephone numbers of too many soldiers may be unknown; personnel alert rosters and other records are not current.

Some unit personnel may delay meeting alerts; locations and telephone numbers of some personnel may be unknown; personnel alert rosters and other records are fairly current.

All unit personnel are deployable at a moment's notice; locations and telephone numbers of all personnel are known; personnel alert rosters and other records are completely current.

① ② ③ ④ ⑤ ⑥ ⑦

TRAINING PROGRAM

32. How supportive of readiness is your unit's training program?

Unit training program doesn't adequately address the needs of unit personnel; program insufficiently supports unit mission accomplishment.

Unit follows a training program that generally addresses the needs of unit personnel; program supports unit mission accomplishment.

Unit diligently follows a comprehensive training program that effectively addresses the needs of unit personnel; program helps assure unit mission accomplishment.

① ② ③ ④ ⑤ ⑥ ⑦

UNIT WEAPONS

33. How ready is your unit to fire its weapons?

Scale does not apply — unit has no weapons.

NA

Unit weapons are not well maintained; serious delays might be experienced in making them available; unit is missing too much of the weaponry needed to accomplish mission objectives.

Unit weapons are generally well maintained; minor delays may be experienced in making them available; unit is missing some weaponry needed to accomplish mission objectives.

All unit weapons are well maintained; weapons are available for use at a moment's notice; unit possesses all weaponry needed to accomplish mission objectives.

① ② ③ ④ ⑤ ⑥ ⑦

VEHICLES / TRANSPORTATION (INCLUDING AIRCRAFT AND ARMOR)

34. How ready are the vehicles in your unit to help accomplish its mission?

Scale does not apply — unit has no vehicles.

NA

Unit vehicles are poorly maintained; not enough vehicles are "ready to roll"; unit lacks the vehicles needed to accomplish its mission effectively.

Most unit vehicles are well maintained and "ready to roll"; unit has most of the vehicles needed to accomplish its mission effectively.

All unit vehicles are very well maintained and "ready to roll"; unit has all vehicles needed to accomplish its mission effectively.

① ② ③ ④ ⑤ ⑥ ⑦

YOUR WORK

35. During a typical week, about how many hours do you work in your Army job (not including PT)?

HOURS	
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
19	0
20	0
21	0
22	0
23	0
24	0

36. During a typical week, about how many hours a week do you spend in organized PT?

HOURS	
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
19	0
20	0
21	0
22	0
23	0
24	0

37. On a typical work day, at what time do you:

a. start your duty day? (If you have PT before work, report the time you start PT.)

MILITARY HOURS	
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
19	0
20	0
21	0
22	0
23	0
24	0

b. end your duty day (include PT)?

MILITARY HOURS	
0	0
1	0
2	0
3	0
4	0
5	0
6	0
7	0
8	0
9	0
10	0
11	0
12	0
13	0
14	0
15	0
16	0
17	0
18	0
19	0
20	0
21	0
22	0
23	0
24	0

38. In the last month, how much time did you take off from duty for the following reasons? (Please count time when you were sick, arrived late, or left early, but do NOT include pass or leave time.)

	Does Not Apply	Did Not Take Off Any Time	If Less Than One Day How Many Hours?					If One Day or More How Many Days?		
			1	2	3	4-6	6-7	1	2	3+
a. Problem with transportation to duty location (for example, car wouldn't start or bus was late).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. My health (for example, sick call or doctor/dentist appointment)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Taking care of child(ren) because regular care was not available	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Other care of child(ren) (for example, sick child or visit to school).....	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. To help spouse (for example, take spouse to doctor appointment)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. To take care of personal or family business (for example, financial matters or housing problems).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Other personal or family reasons.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Which of the following best describes how you feel when you compare what you give to the Army, with what you get in return. (MARK ONE)

- ☐ I am getting a much better deal than the Army is.
☐ I am getting a somewhat better deal than the Army is.
☐ I am getting a slightly better deal than the Army is.
☐ We are getting an equally good deal.
☐ The Army is getting a slightly better deal than I am.
☐ The Army is getting a somewhat better deal than I am.
☐ The Army is getting a much better deal than I am.

40. How important is each of the following to you personally? (MARK ONE FOR EACH ITEM.)

	Very Important	Important	Not Very Important	Not At All Important
--	----------------	-----------	--------------------	----------------------

- a. Exhibiting excellent military bearing and appearance ☐ ☐ ☐ ☐
 b. Being an excellent all-around soldier..... ☐ ☐ ☐ ☐
 c. Being an outstanding leader ☐ ☐ ☐ ☐
 d. Being disciplined and courageous in battle..... ☐ ☐ ☐ ☐

41. If we were to go to war today, how well prepared are you to perform the tasks in your wartime job? (If you aren't sure, give your best estimate.)

- ☐ Very well prepared
☐ Well prepared
☐ Neither well nor poorly prepared
☐ Poorly prepared
☐ Very poorly prepared

42. How well prepared are you to do your assigned tasks in a conflict in which the enemy uses the following weapons? (If you aren't sure, give your best estimate.) (MARK ONE CIRCLE FOR EACH ITEM.)

	Very Well Prepared	Well Prepared	Some Well Prepared	Not Well Prepared	Very Not Well Prepared
a. Nuclear weapons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Biological agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Chemical agents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Conventional weapons	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

43. Compared to other soldiers in your same pay grade in your unit or place of duty, how would you rate your own job performance?

Much Better Than Most			About Average			Much Worse Than Most
1	2	3	4	5	6	7

44. What was your last Physical Readiness Test Score?

(Scoring range from 0-300.)

☐ Don't know score

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

IF ENLISTED, CONTINUE.
IF OFFICER, SKIP TO QUESTION 49.

45. Have you ever taken a Skill Qualification Test (SQT)?

☒ Not applicable

☐ Yes ☐ No

46. What was your most recent SQT score?

☐ Don't know score

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

IF PAY GRADES E5-E9, CONTINUE.
IF PAY GRADES E1-E4 SKIP TO QUESTION 51.

47. What is the senior rater overall potential box check on your most recent NCO-ER?

1	2	3	4	5
1	2	3	4	5
Successful			Fair	Poor

☒ Does not apply; I have not been rated under the NCO-ER system or I have not yet received a copy of my official rating.

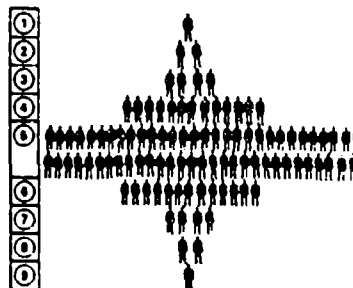
48. If you have not received an evaluation under the NCO-ER system, what is your score on your most recent EER?

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

☒ Does not apply; I have not been rated under the EER system.

SKIP TO QUESTION 51

49. What is the senior rater potential evaluation box check of your most recent OER? (MARK ONE CODE)



☒ Does not apply; I have not been rated.

50. Was your last rating in, above, or below the center of mass for your senior rater?

☐ Above center of mass
☐ In center of mass
☐ Below center of mass
☐ Don't know

51. How many Articles 15 have you received in the past two years? (MARK ONE)

☐ 0
☐ 1
☐ 2
☐ 3
☐ 4 or more

52. How many FLAG Actions (that is, suspension of a favorable personnel action) have you received in the past two years? (MARK ONE)

- ☐ 0
☐ 1
☐ 2
☐ 3
☐ 4 or more

53. Have you ever received a reduction in grade?

- ☐ Does not apply
☐ Yes ☐ No

The next two questions ask about the number of Letters and/or Certificates of Appreciation, Commendation, or Achievement you have received in the past 2 years. DO NOT count letters or certificates received for the following.

- Completion of AIT or officer basic and advanced training
- Completion of any additional training courses
- Completion of Head Start
- Announcement of a promotion
- Announcement of an award or decoration

54. How many Letters of Appreciation, Commendation, or Achievement have you received in the past 2 years? (MARK ONE)

- ☐ 0 ☐ 6
☐ 1 ☐ 7
☐ 2 ☐ 8
☐ 3 ☐ 9
☐ 4 ☐ 10+
☐ 5

55. How many Certificates of Appreciation, Commendation, or Achievement have you received in the past 2 years? (MARK ONE)

- ☐ 0 ☐ 6
☐ 1 ☐ 7
☐ 2 ☐ 8
☐ 3 ☐ 9
☐ 4 ☐ 10+
☐ 5

56. How many awards and decorations have you received during all your time in the military? (Include all badges and medals, and count ones where you have received more than one of the same type.)

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

57. Do you have ...

- | | Yes | No |
|---|-----------------------|-----------------------|
| a. a current written will? | <input type="radio"/> | <input type="radio"/> |
| b. a current driver's license? | <input type="radio"/> | <input type="radio"/> |
| c. a car available to you whenever you need one? | <input type="radio"/> | <input type="radio"/> |
| d. adequate transportation to your unit in case of emergency or an alert? | <input type="radio"/> | <input type="radio"/> |

58. Did you work for pay at a second job (or jobs) during off-duty hours (including self-employed) at any time during 1988?

- ☐ Yes
☐ No → SKIP TO QUESTION 62

59. How many weeks did you work at your second job(s) in 1988?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

60. In a typical work week in 1988, how many hours did you work at your second job(s)?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

61. How much did you earn from your second job(s) in 1988 (before tax and other deductions)? (Give your best estimate.)

\$

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

 .00

62. Are you currently working for pay at a second job during off-duty hours?

- ☐ Yes
☐ No

63. If yes: In a typical week now, how many hours do you work at your second job(s) in off-duty hours?

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

64. In 1988, did you (and your spouse, if you are married) receive any money from the following sources:

- interest on savings accounts or bonds.
- dividends.
- net rental income, or
- net capital gains from property or stocks?

- ☐ Yes
☐ No

65. If yes, what was the total income you (and your spouse, if married) received from all these sources in 1988? (Give your best estimate.)

\$

0	0	0	0	0
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

 .00

66. As of today, what is your best estimate of the total amount of money you owe? INCLUDE car and personal loans, credit card balances, and home equity loans. DO NOT INCLUDE any home mortgage on your residence.

- ☐ None
☐ \$1 - \$999
☐ \$1,000 - \$1,999
☐ \$2,000 - \$4,999
☐ \$5,000 - \$9,999
☐ \$10,000 - \$14,999
☐ \$15,000 - \$19,999
☐ \$20,000 - \$29,999
☐ \$30,000 or more

67. In the last 12 months, how many months, if any, have you not had enough money to pay your bills?

- ☐ None
☐ 1-2 months
☐ 3-4 months
☐ 5-6 months
☐ 7-8 months
☐ 9-12 months

YOU AND THE ARMY

The next questions give you a chance to tell how you feel about yourself and your life in the Army.

68. Listed below are some aspects of work, personal/family, and community life. Please indicate how good or bad they are for you at this location.

Very Good
Good
Good for Army
Bad
Bad for Army
Don't Know

Work

- a. Your opportunities for advancement ☐ ☐ ☐ ☐ ☐
- b. Your pay ☐ ☐ ☐ ☐ ☐
- c. Your retirement benefits ☐ ☐ ☐ ☐ ☐
- d. Type of work you do ☐ ☐ ☐ ☐ ☐
- e. Your treatment by supervisors ☐ ☐ ☐ ☐ ☐
- f. Opportunities to make use of your abilities ☐ ☐ ☐ ☐ ☐
- g. Your job security ☐ ☐ ☐ ☐ ☐
- h. Your work rules and regulations ☐ ☐ ☐ ☐ ☐
- i. Your working hours and schedule ☐ ☐ ☐ ☐ ☐

Personal/Family

- j. Personal freedom ☐ ☐ ☐ ☐ ☐
- k. Opportunities for excitement/adventure ☐ ☐ ☐ ☐ ☐
- l. Opportunity to serve country ☐ ☐ ☐ ☐ ☐
- m. Time for personal/family life ☐ ☐ ☐ ☐ ☐
- n. Job/career opportunities for your spouse ☐ ☐ ☐ ☐ ☐
- o. Your spouse's job satisfaction ☐ ☐ ☐ ☐ ☐
- p. Your spouse's overall satisfaction ☐ ☐ ☐ ☐ ☐
- q. Quality of place for children to grow up ☐ ☐ ☐ ☐ ☐

Community

- r. Quality of schools for children ☐ ☐ ☐ ☐ ☐
- s. Quality of medical care for family members ☐ ☐ ☐ ☐ ☐
- t. Programs and services for families ☐ ☐ ☐ ☐ ☐
- u. Quality of community you live in ☐ ☐ ☐ ☐ ☐
- v. Opportunity to make good friends ☐ ☐ ☐ ☐ ☐

69. How much better or worse do you think these aspects would be for you in civilian life than they are for you in the Army?

Much Worse in Civil Life	Worse in Civil Life	Similar in Civil Life	Better in Civil Life	Much Better in Civil Life	Don't Know
--------------------------	---------------------	-----------------------	----------------------	---------------------------	------------

Work

- a. Your opportunities for advancement ☐ ☐ ☐ ☐ ☐ ☐
- b. Your pay ☐ ☐ ☐ ☐ ☐ ☐
- c. Your retirement benefits ☐ ☐ ☐ ☐ ☐ ☐
- d. Type of work you do ☐ ☐ ☐ ☐ ☐ ☐
- e. Your treatment by supervisors ☐ ☐ ☐ ☐ ☐ ☐
- f. Opportunities to make use of your abilities ☐ ☐ ☐ ☐ ☐ ☐
- g. Your job security ☐ ☐ ☐ ☐ ☐ ☐
- h. Your work rules and regulations ☐ ☐ ☐ ☐ ☐ ☐
- i. Your working hours and schedule ☐ ☐ ☐ ☐ ☐ ☐

Personal/Family

- j. Personal freedom ☐ ☐ ☐ ☐ ☐ ☐
- k. Opportunity for excitement/adventure ☐ ☐ ☐ ☐ ☐ ☐
- l. Opportunity to serve country ☐ ☐ ☐ ☐ ☐ ☐
- m. Time for personal/family life ☐ ☐ ☐ ☐ ☐ ☐
- n. Job/career opportunities for your spouse ☐ ☐ ☐ ☐ ☐ ☐
- o. Your spouse's job satisfaction ☐ ☐ ☐ ☐ ☐ ☐
- p. Your spouse's overall satisfaction ☐ ☐ ☐ ☐ ☐ ☐
- q. Quality of place for children to grow up ☐ ☐ ☐ ☐ ☐ ☐

Community

- r. Quality of schools for children ☐ ☐ ☐ ☐ ☐ ☐
- s. Quality of medical care for family members ☐ ☐ ☐ ☐ ☐ ☐
- t. Programs and services for families ☐ ☐ ☐ ☐ ☐ ☐
- u. Quality of community you live in ☐ ☐ ☐ ☐ ☐ ☐
- v. Opportunity to make good friends ☐ ☐ ☐ ☐ ☐ ☐

70. Please select the 3 factors from the list in Question 69 that are most critical to your decision about staying in or leaving the Army at the end of your current obligation.

- Mark the letter of the first most important factor.

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t

- Mark the letter of the second most important factor.

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t

- Mark the letter of the third most important factor.

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t

71. How supportive of Army families are the following leaders at your current location? (MARK ONE CIRCLE FOR EACH ITEM.)

Very Supportive	Supportive	Neutral	Unsupportive	Very Unsupportive	Don't Know
-----------------	------------	---------	--------------	-------------------	------------

- a. Officers in high post/installation positions ☐ ☐ ☐ ☐ ☐ ☐
- b. Officers at my place of duty ☐ ☐ ☐ ☐ ☐ ☐
- c. NCOs at my place of duty ☐ ☐ ☐ ☐ ☐ ☐

72. How much do you agree or disagree with the following statements? (MARK ONE CIRCLE FOR EACH ITEM.)

Strongly Agree	Agree	Neither Agree Nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

The Army Experience

- a. I feel no commitment to the Army ☐ ☐ ☐ ☐ ☐
- b. My values and the Army's values are similar ☐ ☐ ☐ ☐ ☐
- c. There's not much to be gained by staying in the Army until retirement ☐ ☐ ☐ ☐ ☐
- d. For me, the Army is the best organization to work for ☐ ☐ ☐ ☐ ☐
- e. Deciding to join the Army was a mistake on my part ☐ ☐ ☐ ☐ ☐
- f. I can fulfill my personal goals and plans if I stay in the Army until retirement ☐ ☐ ☐ ☐ ☐
- g. The Army is responsive to family needs ☐ ☐ ☐ ☐ ☐
- h. The Army requires me to participate in too many activities that are not part of my job ☐ ☐ ☐ ☐ ☐

Personal Expectations

- i. The spouse of a soldier ought to feel as much a part of the Army community as the soldier ☐ ☐ ☐ ☐ ☐
- j. If an Army spouse can have a good job/career while the soldier is in the Army, the soldier will be more likely to remain in the Army ☐ ☐ ☐ ☐ ☐
- k. A man should expect his family to adjust to the demands of his job ☐ ☐ ☐ ☐ ☐
- l. Both a husband and wife should share equally in the responsibilities of child care ☐ ☐ ☐ ☐ ☐
- m. A woman should be able to make long range plans for her career in the same way that a husband does for his ☐ ☐ ☐ ☐ ☐
- n. The husband should be the head of the family ☐ ☐ ☐ ☐ ☐
- o. If I suddenly became rich (due to an inheritance, lottery winning, etc.), I would continue my Army career until retirement ☐ ☐ ☐ ☐ ☐

73. Overall, how satisfied are you with the Army as a way of life?

- ☐ Very satisfied
- ☐ Somewhat satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Somewhat dissatisfied
- ☐ Very dissatisfied

74. For each of the feelings listed below, indicate how often in the past month you have had the feeling.

- | | Not at All | Occasionally | Sometimes | Frequently | Very Frequently |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Secure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Isolated | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Pleased with yourself | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Lonely | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Afraid | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hopeful | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

75. How frequently do you come home at the end of your duty day feeling... (MARK ONE.)

- | | Almost Never | About Once a Month | 2-3 Times a Month | About Once a Week | About 2-3 Times a Week | Almost Every Day |
|---|-----------------------|-----------------------|-----------------------|-----------------------|------------------------|-----------------------|
| a. too tired to enjoy doing things? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. charged up by having accomplished something at work? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. in a good mood and ready to have fun with others? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. in such a bad mood that I am difficult to be around? | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

76. How do you feel about each of the following statements?

- | | Strongly Agree | Agree | Neither Agree Nor Disagree | Disagree | Strongly Disagree |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|
| a. Good luck is more important than hard work for success | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Every time I try to get ahead, something or somebody stops me | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Planning makes a person unhappy, since plans hardly ever work out anyway | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. What happens to me is my own doing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. When I make plans, I am almost certain I can make them work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

77. At the present time, how demanding are your work and family responsibilities?

- | | Not At All Demanding | Extremely Demanding | Does Not Apply |
|----------------------------|-------------------------|-------------------------|-------------------------|
| a. Work responsibilities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| b. Family responsibilities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |

78. At the present time, how successful are you at dealing with your work and family responsibilities?

- | | Not At All Successful | Extremely Successful | Does Not Apply |
|----------------------------|-------------------------|-------------------------|-------------------------|
| a. Work responsibilities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |
| b. Family responsibilities | <input type="radio"/> 1 | <input type="radio"/> 2 | <input type="radio"/> 3 |

YOUR ARMY PLANS

The following questions ask about your plans to remain in or leave the Army:

79. If you are married, which best describes how you decided or will decide to stay in or leave the Army at the end of your current obligation? (MARK ONE)

- ☒ Does not apply; I am not married.
- ☐ Make (made) the decision by myself without considering my spouse's opinion.
- ☐ Make (made) the decision by myself but consider (considered) my spouse's opinion.
- ☐ Talk(ed) it over with my spouse and we make (made) the decision together.
- ☐ Talk(ed) it over with my spouse and largely decide (decided) to do what my spouse wants.

80. How would you feel if you stayed in the Army at the end of your current obligation?

- ☐ Extremely good
- ☐ Quite good
- ☐ Slightly good
- ☐ Neither good or bad
- ☐ Slightly bad
- ☐ Quite bad
- ☐ Extremely bad

81. During the last year, how many civilian jobs have you actually applied for in case you leave the Army?

- ☐ None
- ☐ One
- ☐ Two
- ☐ Three or more

82. Are you currently seeking any information about civilian jobs for yourself in case you leave the Army?

- ☐ Yes
- ☐ No

83. What do other people close to you think about your staying in or leaving the Army at the end of your current obligation? (Please indicate what you think these people want you to do.)

	Strongly Wants Me To Stay	Somewhat Wants Me To Stay	Is Neutral or Has No Opinion	Somewhat Wants Me To Leave	Strongly Wants Me To Leave	I Don't Know What He/She Thinks About This	Does Not Apply
a. Your spouse/girlfriend/boyfriend	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
b. Your children	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
c. Your parents	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
d. Your friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
e. Your co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
f. Your first line supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
g. Your commanding officer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	

84. How likely are you to stay in the Army at the end of your current obligation?

- ☒ Does not apply: I will retire when current obligation ends.
☒ Does not apply: I plan to leave the Army.

- ☐ (0 in 10) No chance
☐ (1 in 10) Very slight possibility
☐ (2 in 10) Slight possibility
☐ (3 in 10) Some possibility
☐ (4 in 10) Fair possibility
☐ (5 in 10) Fairly good possibility
☐ (6 in 10) Good possibility
☐ (7 in 10) Probable
☐ (8 in 10) Very probable
☐ (9 in 10) Almost sure
☐ (10 in 10) Certain

85. How would you feel if you left the Army at the end of your current obligation?

- ☐ Extremely good
☐ Quite good
☐ Slightly good
☐ Neither good or bad
☐ Slightly bad
☐ Quite bad
☐ Extremely bad

86. When you eventually leave the Army, do you plan to join the Reserves or National Guard?

- ☒ Does not apply: I am not eligible to join

- ☐ Definitely will join
☐ Probably will join
☐ Don't know/not sure
☐ Probably will not join
☐ Definitely will not join

87. When you finally leave the Army, how many years of active duty service do you expect to have completed? Do not count time in the Guard or Reserves. (ENTER NUMBER OR MARK DON'T KNOW)

☐ Don't know

YEARS	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

YOUR RELATIONSHIPS

88. At your current location, is there a friend, neighbor, or relative (besides your spouse, if you are married) outside your home who will:

Yes, Always	Yes, Sometimes	No	Does not apply
-------------	----------------	----	----------------

- a. Listen to you when you need to talk ☐ ☐ ☐ ☐
- b. Go with you to do something enjoyable ☐ ☐ ☐ ☐
- c. Help with your daily chores if you are sick ☐ ☐ ☐ ☐
- d. Take care of your child(ren) in an emergency ☐ ☐ ☐ ☒
- e. Lend you household tools or equipment ☐ ☐ ☐ ☐
- f. Make a short-term loan of \$25.00-\$50.00 ☐ ☐ ☐ ☐
- g. Provide transportation when you need it ☐ ☐ ☐ ☐

89. To what extent can you count on the following people for help with a personal or family problem?

Very Great Extent	Great Extent	Modest Extent	Slight Extent	Not At All
-------------------	--------------	---------------	---------------	------------

- a. A leader at your place of duty ☐ ☐ ☐ ☐ ☐
- b. Someone else you work with ☐ ☐ ☐ ☐ ☐
- c. A neighbor or friend who is in the Army ☐ ☐ ☐ ☐ ☐
- d. A neighbor or friend who is not in the Army ☐ ☐ ☐ ☐ ☐
- e. Staff of an Army service agency (example, ACS or Chaplain) ☐ ☐ ☐ ☐ ☐
- f. Parents or other close relatives (not your spouse or children) ☐ ☐ ☐ ☐ ☐

90. Do you have any close relatives (other than ones who live with you) who live within a two-hour drive of your current location?

- ☐ Yes
☐ No

91. If you were ever married, how old were you when you first got married?

☒ Does not apply: I have never been married.

YEARS OLD	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

98. How often have you discussed marriage with your girlfriend/boyfriend?

- ☐ Very seldom or never
☐ Seldom
☐ Sometimes
☐ Often
☐ Very often

THE NEXT QUESTIONS ARE FOR PEOPLE WHO ARE CURRENTLY MARRIED (INCLUDING LEGALLY SEPARATED AND FILING FOR DIVORCE). IF YOU ARE NOT MARRIED, SKIP TO CHECKPOINT ON PAGE 20.

YOUR SPOUSE

92. What is your current marital status? (MARK ONE)

- ☐ Married for the first time
☐ Remarried, was divorced or widowed

SKIP TO QUESTION 99

- ☐ Single and never married
☐ Legally separated or filing for divorce
☐ Divorced
☐ Widowed

CONTINUE

93. Are you now engaged or significantly involved in a relationship with someone? In other words, is there an important girlfriend/boyfriend in your life right now?

- ☐ Yes
☐ No → SKIP TO CHECKPOINT ON PAGE 20

94. Has your girlfriend/boyfriend ever served on active duty in the U.S. Armed Forces?

- ☐ Yes, is currently on active duty
☐ Yes, was on active duty
☐ No

95. How supportive is your girlfriend/boyfriend of your being in the Army now?

- ☐ Very supportive
☐ Fairly supportive
☐ Mixed or Neutral
☐ Fairly unsupportive
☐ Very unsupportive
☐ Don't know

96. How supportive is your girlfriend/boyfriend of your making a career of the Army?

- ☐ Very supportive
☐ Fairly supportive
☐ Mixed or Neutral
☐ Fairly unsupportive
☐ Very unsupportive
☐ Don't know

97. Does your girlfriend/boyfriend now live within a two-hour drive of your current location?

- ☐ Yes
☐ No

99. How long have you been married to your current spouse?

- ☐ I have been married less than 1 year

YEARS	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

100. Where was your spouse born?

- ☐ Outside the United States to non-U.S. citizen parents
☐ Outside the U.S. with one or both parents U.S. citizens
☐ In the U.S. (including Puerto Rico or Guam)

101. Is your spouse... (MARK ONE)

- ☐ Asian or Pacific Islander
☐ American Indian or Aleut/Eskimo
☐ Black
☐ White

102. Is your spouse of Hispanic background?

- ☐ Yes
☐ No

103. Was English the first language your spouse learned to speak?

- ☐ Yes
☐ No

104. Is your spouse currently serving on active duty in the U.S. Armed Forces?

- ☐ No, my spouse is not on active duty in the U.S. Armed Forces → SKIP TO QUESTION 111
☐ Yes, on active duty in the Army
☐ Yes, on active duty in another branch of service

105. What is your spouse's present pay grade/rank?

ENLISTED

- ☐ E1
- ☐ E2
- ☐ E3
- ☐ E4
- ☐ E5
- ☐ E6
- ☐ E7
- ☐ E8
- ☐ E9

OFFICER

- ☐ W1
- ☐ W2
- ☐ W3
- ☐ W4
- ☐ O1
- ☐ O2
- ☐ O3
- ☐ O4
- ☐ O5
- ☐ O6
- ☐ O7+

106. Are you and your military spouse currently on a joint domicile assignment?

- ☐ Yes.
- ☐ No, we did not request it.
- ☐ No, but we requested it.

107. Have you ever had to take an assignment you did not want so that you could be stationed with your spouse?

- ☐ Yes
- ☐ No

108. Has your spouse ever had to take an assignment that he/she did not want so you could be stationed together?

- ☐ Yes
- ☐ No

109. How much do you agree with this statement? If I had to choose, my career is more important than my spouse's?

- ☐ Strongly Disagree
- ☐ Disagree
- ☐ Can't Say
- ☐ Agree
- ☐ Strongly Agree

110. If future assignments requires long separations from your spouse, what will you and your spouse do?

- ☐ Accept them.
- ☐ I will leave the military.
- ☐ My spouse will leave the military.
- ☐ We will both leave the military.
- ☒ Does not apply; I already plan to leave the military.
- ☒ Does not apply; my spouse already plans to leave the military.
- ☒ Does not apply; we both already plan to leave the military.

111. Is your spouse currently working in a paid civilian job, including self-employed?

- ☒ Does not apply; my spouse is on active duty
- ☐ Yes, full-time (35 hours or more a week)
- ☐ Yes, part-time (less than 35 hours a week)
- ☐ No, but my spouse is currently looking for work.
- ☐ No, my spouse is not looking but would like to work.
- ☐ No, my spouse does not want to work now.

SKIP TO
QUESTION
114

112. To what extent does your spouse's current paid job(s) interfere with your Army job?

- ☐ Very great extent
- ☐ Great extent
- ☐ Moderate extent
- ☐ Slight extent
- ☐ Not at all

113. To what extent does your Army job interfere with your spouse's current paid job(s)?

- ☐ Very great extent
- ☐ Great extent
- ☐ Moderate extent
- ☐ Slight extent
- ☐ Not at all

114. If you had a choice, what would you prefer your spouse to be doing at the present time?

- ☐ Not working for pay
- ☐ Serving on active duty
- ☐ Working full-time in a civilian job but not a career
- ☐ Working part-time in a civilian job but not a career
- ☐ Working full-time in a civilian career
- ☐ Working part-time in a civilian career

115. If you had a choice, what would you prefer your spouse to be doing five years from now?

- ☐ Not working for pay
- ☐ Serving on active duty
- ☐ Working full-time in a civilian job but not a career
- ☐ Working part-time in a civilian job but not a career
- ☐ Working full-time in a civilian career
- ☐ Working part-time in a civilian career

116. Following are some reasons why some people want their spouses to work in paid employment. How important is each of these reasons to you? (Answer even if your spouse does not have a paid job at the present time.) (MARK ONE CIRCLE FOR EACH ITEM.)

☒ Does not apply; I do not want my spouse to work.

Very Important	Important	Somewhat Important	Not Very Important	Not at all Important
----------------	-----------	--------------------	--------------------	----------------------

- a. Need the money for basic family expenses ☐ ☐ ☐ ☐ ☐
- b. To have money to buy extras now ☐ ☐ ☐ ☐ ☐
- c. To save money for the future ☐ ☐ ☐ ☐ ☐
- d. To develop work skills and experience ☐ ☐ ☐ ☐ ☐
- e. To feel good about himself/herself ☐ ☐ ☐ ☐ ☐
- f. To meet people/get out of the house ☐ ☐ ☐ ☐ ☐
- g. To have a career ☐ ☐ ☐ ☐ ☐
- h. To contribute to society ☐ ☐ ☐ ☐ ☐

117. Is your spouse now living with you at the same geographic location?

☐ Yes → SKIP TO QUESTION 120

☐ No

118. Why isn't your spouse living with you? (MARK ALL THAT APPLY)

- ☐ I am on an unaccompanied tour.
- ☐ My spouse is in the military and assigned elsewhere.
- ☐ My spouse will soon join me.
- ☐ My spouse did not want to leave her/his civilian job.
- ☐ My spouse wanted to continue her/his education.
- ☐ We didn't want to disrupt our child(ren)'s schooling.
- ☐ My spouse didn't want to live here.
- ☐ We are having marital problems.
- ☐ Other reason

119. As of today, how many months have you been living at your current location without your spouse?

MONTHS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

IF YOUR SPOUSE IS NOT LIVING WITH YOU, SKIP TO QUESTION 126.

120. As of today, how many months have you and your spouse been together at your current location?

MONTHS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

121. Approximately how many nights over the last 6 months were you away from home on overnight Army duty?

NIGHTS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

122. Have you and your spouse experienced any extended separations (of one month or longer) because of military duties in the past twelve months?

☐ Yes

☐ No → SKIP TO QUESTION 126

123. How long was your last extended separation?

- ☐ 1-2 months
- ☐ 3-4 months
- ☐ 5-6 months
- ☐ 7-12 months
- ☐ 13 or more months

124. How long has it been since you returned from your last separation?

- ☐ Within the last 2 weeks
- ☐ 2-3 weeks ago
- ☐ 1-3 months ago
- ☐ 4-6 months ago
- ☐ 7-12 months ago
- ☐ 13-24 months ago

125. To what extent did you experience the following with your last separation?

Very Great Extent	Great Extent	Moderate Extent	Slight Extent	Not At All
-------------------	--------------	-----------------	---------------	------------

- a. My spouse became more independent..... ☐ ☐ ☐ ☐ ☐
- b. I am proud of the way my spouse handled things when I was away..... ☐ ☐ ☐ ☐ ☐
- c. It took my spouse and me time to adapt to each other again after my return..... ☐ ☐ ☐ ☐ ☐

126. Here is a list of feelings or worries some soldiers have about their family (their spouse, children) when they are away on Army assignment, TDY, or deployment. How often do you worry about each of the following when you are away?

Very seldom or never	Seldom	Sometimes	Often	Very Often or Always	Does Not Apply
----------------------	--------	-----------	-------	----------------------	----------------

- a. Your family's safety..... ☐ ☐ ☐ ☐ ☐
- b. Your family's ability to get car or household repairs done..... ☐ ☐ ☐ ☐ ☐
- c. Your family having enough money to meet expenses, pay bills, etc..... ☐ ☐ ☐ ☐ ☐
- d. Your child(ren)'s health and well-being..... ☐ ☐ ☐ ☐ ☐ (S)
- e. Your family's safety in the event of war..... ☐ ☐ ☐ ☐ ☐

127. How much of a problem would your spouse have coping if you had to go away on an Army assignment, such as TDY or deployment, for...

Very Little Problem	Some Problem	Moderate Problem	Slight Problem	No Problem
---------------------	--------------	------------------	----------------	------------

- Less than 2 Weeks..... ☐ ☐ ☐ ☐ ☐
- 2 Weeks to a Month..... ☐ ☐ ☐ ☐ ☐
- Several Months..... ☐ ☐ ☐ ☐ ☐
- Six Months..... ☐ ☐ ☐ ☐ ☐

128. Most couples have disagreements from time to time. How often do you and your spouse have disagreements about...

More Than Once a Week	Once a Week	Less Than Once a Week	Never	Does Not Apply
-----------------------	-------------	-----------------------	-------	----------------

- a. spending money?..... ☐ ☐ ☐ ☐ ☐
- b. giving enough affection to each other?..... ☐ ☐ ☐ ☐ ☐
- c. time spent together?..... ☐ ☐ ☐ ☐ ☐
- d. the children?..... ☐ ☐ ☐ ☐ ☐ (S)
- e. division of household chores?..... ☐ ☐ ☐ ☐ ☐

129. For each of the following questions, mark one code.

- | | Yes | No | Don't Know |
|---|-----------------------|-----------------------|-----------------------|
| a. Does your spouse have power of attorney, in case you are away?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. Do you and your spouse have a joint checking account?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Does your spouse have the equivalent of 2 weeks of your pay on hand or in savings in case of emergency?..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

130. Do you agree or disagree with each of the following statements?

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

- a. My spouse and I consider ourselves to be a team working for Army goals..... ☐ ☐ ☐ ☐ ☐
- b. My spouse understands the demands of my Army job..... ☐ ☐ ☐ ☐ ☐
- c. My spouse does a great deal to further my career..... ☐ ☐ ☐ ☐ ☐
- d. My spouse is making his/her advancement..... ☐ ☐ ☐ ☐ ☐
- e. If a spouse goes to someone in the soldier's chain of command for help with a problem, it could hurt the soldier's military career..... ☐ ☐ ☐ ☐ ☐
- f. If a spouse goes to military service providers (ACS, Chaplains, etc.) for help with a problem, it could hurt the soldier's military career..... ☐ ☐ ☐ ☐ ☐

QUESTION 130 CONTINUED

Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
----------------	-------	----------------------------	----------	-------------------

- g. My spouse is someone I can really talk with about things that are important to me..... ☐ ☐ ☐ ☐ ☐
- h. I keep my spouse well informed about the unit's work activities..... ☐ ☐ ☐ ☐ ☐
- i. When family needs conflict with Army needs, the family should come first..... ☐ ☐ ☐ ☐ ☐
- j. My family life has to be going well before I can work well..... ☐ ☐ ☐ ☐ ☐
- k. At home, I am so tired or pre-occupied about work that I don't have much time or energy left for my family..... ☐ ☐ ☐ ☐ ☐

131. The questions below are about your thoughts and activities concerning your marriage in the last twelve months.

- In the last twelve months, did you... Yes No
- a. think your marriage might be in trouble?..... ☐ ☐
- b. seriously think about getting a divorce or separation?..... ☐ ☐
- c. seriously discuss the issue of a divorce or separation?..... ☐ ☐
- d. actually file for divorce or separation?..... ☐ ☐

132. On a scale from 1 to 7, where 1 means very unhappy and 7 means very happy, how would you describe your marriage, overall? (MARK ONE NUMBER.)

Very Unhappy	1	2	3	4	5	6	7	Very Happy
--------------	---	---	---	---	---	---	---	------------

133. How supportive is your spouse of your being in the Army now?

- ☐ Very supportive
- ☐ Fairly supportive
- ☐ Mixed or Neutral
- ☐ Fairly unsupportive
- ☐ Very unsupportive
- ☐ Don't know

134. How supportive is your spouse of your making a career of the Army?

- ☐ Very supportive
- ☐ Fairly supportive
- ☐ Mixed or Neutral
- ☐ Fairly unsupportive
- ☐ Very unsupportive
- ☐ Don't know

YOUR CHILDREN

CHECKPOINT:

DEPENDENT CHILDREN ARE UNMARRIED CHILDREN WHO DEPEND ON YOU FOR OVER HALF THEIR SUPPORT. THIS INCLUDES ADOPTED CHILDREN AND STEPCHILDREN. A DEPENDENT CHILD MUST ALSO BE IN ONE OF THE FOLLOWING CATEGORIES:

- NOT YET 21 YEARS OLD,
- ATTENDS COLLEGE AND NOT YET 23 YEARS OLD, OR
- HAS MENTAL OR PHYSICAL HANDICAP AND IS ANY AGE

135. As defined above, how many dependent children do you have?

- ☐ None →
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five
- ☐ Six or more

• IF YOU ARE MARRIED, LEGALLY SEPARATED, OR FILING FOR DIVORCE, SKIP TO QUESTION 146.

• IF YOU NEVER MARRIED, OR YOU ARE DIVORCED OR WIDOWED, SKIP TO QUESTION 180.

136. How many dependent children are now living with you?

- ☐ None → SKIP TO QUESTION 146
- ☐ One
- ☐ Two
- ☐ Three
- ☐ Four
- ☐ Five
- ☐ Six or more

137. What were the ages of the dependent children living with you on their last birthdays? WRITE IN THE AGE OF EACH OF YOUR CHILDREN IN THE BOXES BELOW AND MARK THE NUMBERS, BEGINNING WITH THE AGE OF YOUR YOUNGEST CHILD. THERE IS SPACE TO LIST FIVE CHILDREN. IF YOU HAVE MORE THAN FIVE CHILDREN IN YOUR HOUSEHOLD, GIVE THE AGES OF THE FOUR YOUNGEST AND THE OLDEST. IF LESS THAN ONE YEAR OLD, WRITE IN 00 FOR THAT CHILD.

(Example for child 2 years old.)

02
1
2
3
4
5
6
7
8
9

Youngest or Oldest Child	Second Youngest or Oldest Child	Third Youngest or Oldest Child	Fourth Youngest or Oldest Child	Oldest Child
00	00	00	00	00
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9

138. Are you/is your spouse currently pregnant?

- ☐ Yes
☐ No

139. The following statements refer to your dependent child(ren). If you have more than one child living with you, think of all your children and answer YES if the statement is true for any of your children.

I have a child living with me who has...

a. a serious behavior problem (hyperactive, chronic fighting, trouble with the law, etc.).

- ☐ Yes
☐ No

b. a serious problem with school (learning disability, disciplinary problem, etc.).

- ☐ Yes
☐ No

c. a serious medical problem (asthma, diabetes, etc.).

- ☐ Yes
☐ No

140. During the last six months, how satisfied have you been with each of the following:

Very Satisfied	Satisfied	Neither Satisfied nor Dissatisfied	Dissatisfied	Very Dissatisfied
----------------	-----------	------------------------------------	--------------	-------------------

- a. Amount of time you spend with your child(ren)? ☐ ☐ ☐ ☐ ☐
- b. Your ability to meet your child(ren)'s emotional needs? ☐ ☐ ☐ ☐ ☐
- c. Your ability to meet your children's educational/learning needs? ☐ ☐ ☐ ☐ ☐
- d. The overall quality of time you spend with your child(ren)? ☐ ☐ ☐ ☐ ☐

141. Do you have any child(ren) 5 years old or younger who live with you?

- ☐ Yes
☐ No → SKIP TO QUESTION 146

142. Do you ever need child care for your youngest child 5 years old or younger (because you (or your spouse) are not available)?

- ☐ Yes
☐ No → SKIP TO QUESTION 146

PLEASE ANSWER THE FOLLOWING QUESTIONS ABOUT YOUR CHILD CARE ARRANGEMENTS FOR YOUR YOUNGEST CHILD UNDER 6 YEARS OLD.

143. Where is your youngest or only child under 6 years old usually cared for when you (and your spouse) are not available? (MARK ONE)

- ☐ Army child care center
☐ Civilian child care center off-post
☐ Army preschool program/nursery school
☐ Non-Army preschool program/nursery school
☐ Kindergarten
☐ Caregiver in your home
☐ Family child care home (licensed) sponsored by the Army
☐ Caregiver in another home (6 children or less) not (licensed) sponsored by the Army
☐ Small group child care home (more than 6 children) not (licensed) sponsored by the Army
☐ Special needs child day care
☐ Older brother or sister
☐ Grandparent or other relative
☐ Babysitting cooperative and/or friends
☐ Child takes care of self at home

144. In a typical week, how many hours does your youngest or only child under 6 years old use this arrangement?

☐ None

HOURS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

145. All things considered, how would you rate your child care arrangement(s) for your youngest child?

- ☐ Excellent
☐ Very Good
☐ Good
☐ Fair
☐ Poor

YOUR FAMILY

146. The items below relate to your family, meaning you, your spouse and/or children. (PLEASE MARK THE NUMBER THAT BEST REFLECTS YOUR ANSWER.)

a. When we have to get things done that depend on cooperation of all members of the family, I feel:

There is Almost
No Chance That
Things Will
Get Done

Things Will
Always Get
Done

① ② ③ ④ ⑤ ⑥ ⑦

b. When my family faces a tough problem, I feel that:

There is No
Hope Of Solving
The Problem

We Will Solve
The Whole
Problem

① ② ③ ④ ⑤ ⑥ ⑦

c. When my family is going through a rough period, we tend to:

Feel Sure That
Things Will Get
Better

Become Discouraged
And Doubt If
Things Will Ever
Get Better

① ② ③ ④ ⑤ ⑥ ⑦

147. In general, how well has your family adjusted to the demands of being an "Army family?"

Extremely
Well

Neither

Extremely
Badly

① ② ③ ④ ⑤ ⑥ ⑦

148. How has each of the following Army policies affected your family at your current location?

Very Helpful	Somewhat Helpful	No Effect	Somewhat Harmful	Very Harmful	Don't Know
--------------	------------------	-----------	------------------	--------------	------------

Policies Concerning:

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| a. Family support during deployment..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| b. On-post housing assignment..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| c. Permanent Change of Station (PCS)..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| d. Military child care priority..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| e. Family violence and abuse..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| f. Emergency financial assistance..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| g. Referral to off-post civilian medical services..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| h. Military spouse priority for federal jobs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

149. In the last month, how often have your Army responsibilities created the following problems for you or your family? (MARK ONE CIRCLE FOR EACH ITEM.)

Very Substantial or Never	Substantial	Sometimes	Often	Very Often or Always	Does Not Apply
---------------------------	-------------	-----------	-------	----------------------	----------------

- | | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----|
| a. Problem meeting child care needs..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | NA |
| b. Problem getting housework done..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| c. Problem taking care of family needs (such as doctor visits, or sick child)..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| d. Lack of free time to spend with your family..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |
| e. Being unable to attend events with family members..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | |

YOUR COMMUNITY

150. How many months have you been at your current location?

MONTHS		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

151. In all your time on active duty, how many times have you moved to a new location because of a permanent change of station (PCS)? (Do not count a change of assignment at the same location.)

PCS MOVES	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

152. Where was your last assignment before moving to your current location?

- ☐ CONUS (but not Hawaii or Alaska)
☐ Europe
☐ Korea
☐ Hawaii
☐ Alaska
☐ Other

153. Prior to your last PCS move, what was your preference about moving?

- ☐ Wanted to move at that time to my current location
☐ Wanted to move to my current location, but not at that time
☐ Wanted to move at that time, but not to my current location
☐ Did not want to move at that time and did not want to move to my current location

154. Did the Army give you information about your new location before you moved here?

- ☐ Yes, this was furnished without requesting it.
☐ Yes, but it had to be requested.
☐ No

155. Were you given written information or a briefing by the Army about your current location after you arrived here?

- ☐ Yes, this was furnished without requesting it.
☐ Yes, but it had to be requested.
☐ No

156. Think about your move to your current location. How serious a problem were each of the following:

Problem	1	2	3	4	5
Moving and setting up a new household					
Costs incurred during move					
Children adjusting to new environment					
Spouse adjusting to new environment					
Your adjusting to new environment					
Your spouse's finding employment at new location					
Finding permanent housing					

- a. Moving and setting up a new household.....
 b. Costs incurred during move.....
 c. Children adjusting to new environment.....
 d. Spouse adjusting to new environment.....
 e. Your adjusting to new environment.....
 f. Your spouse's finding employment at new location.....
 g. Finding permanent housing.....

157. On your PCS move to your current location, how many months did you have to wait (or have you been waiting) to get into permanent housing?

- ☐ No wait; we moved directly into permanent housing.
☐ Less than 1 month
☐ 1-2 months
☐ 3-4 months
☐ 5-6 months
☐ 7 or more months

158. Since you moved to your current location, how many different places have you lived for a week or more? (Include where you currently live plus stays in transient quarters, motels, with friends or family, or other locations.)

NO. OF PLACES	
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

159. Where do you currently live? (MARK ONE)

- ☐ On-post
- ☐ Off-post government housing
- ☐ Off-post, own
- ☐ Off-post, renting
- ☐ Other

160. How satisfied or dissatisfied are you with your current housing?

- ☐ Very satisfied
- ☐ Satisfied
- ☐ Neither satisfied nor dissatisfied
- ☐ Dissatisfied
- ☐ Very dissatisfied

161. All things being equal (no differences in costs and quality of housing on post and off post), where would you like to live?

- ☐ Greatly prefer on post
- ☐ Prefer on post
- ☐ No preference
- ☐ Prefer off post
- ☐ Greatly prefer off post

162. How many minutes does it usually take you to get from where you live to your place of duty?

MINUTES		
0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

163. Is there a working telephone where you live?

- ☐ Yes
- ☐ No

164. This next question has two parts. First, how useful is it (or would it be) for the Army to provide the following programs and services at your current location? Then, tell us whether you have ever used these services and programs at your current location.

	How Useful for Army to Provide			Have Used Service/Program	
	Very Useful	Somewhat Useful	Not Useful	Yes	No
Financial Information and Assistance					
a. Budget counseling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Financial class on preparing for PCS.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Emergency loan services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Family Member Employment Assistance					
d. Spouse employment referrals.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Spouse career planning.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. Spouse employment skills training.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relocation Assistance					
g. Community orientation.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Premove information.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Sponsorship assistance.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Landing closet.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Relocation counseling.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Community Service Assistance					
l. Directory of community services and programs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Services for families living off-post.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Services for families separated from soldier.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
o. Information and referral services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
p. Libraries.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
q. Housing location referrals.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
r. Legal services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
s. Recreation services.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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If you would like to make any comments concerning the Army and Army life, please write them below and on the next page.

[illegible]

**PLEASE DO NOT
WRITE IN THIS
SHADED AREA**

Please go to the next page and give the address for:

- Your spouse (if you are married).
- Someone who will always know how to get in touch with you.

COMMENTS CONTINUED BELOW:

FOR ALL SOLDIERS

Please enter below the name and address of someone who will always know how to get in touch with you. We hope to get more in depth information from some of the respondents in the future.

Someone (other than your spouse) who will always know your address.

NAME: _____

ADDRESS: _____

PHONE: () _____

=====

FOR MARRIED SOLDIERS

Also because Army spouses' views on family issues are very important for this survey, we would like to include your spouse in this survey. We need you to give us your spouse's name, address, and phone number. We will mail your spouse a questionnaire directly to his or her home address.

PLEASE PRINT

Spouse's Name: _____
(Last Name) (Spouse's First) (MI)

Street Address: _____

City: _____ State: _____ Zip Code: _____

Home Phone Number: () _____

Spouse's Work Phone Number: () _____

☐ Please check here if your spouse is on active duty.

Please hand this form in with your completed questionnaire.

THANK YOU FOR COMPLETING THIS SURVEY

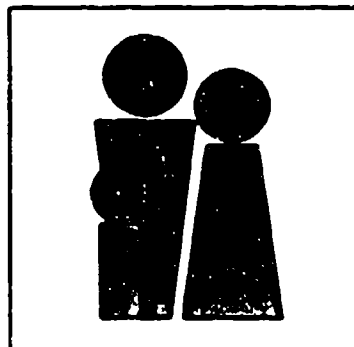
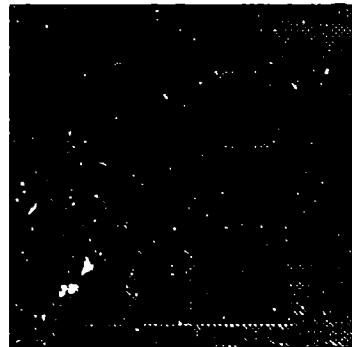
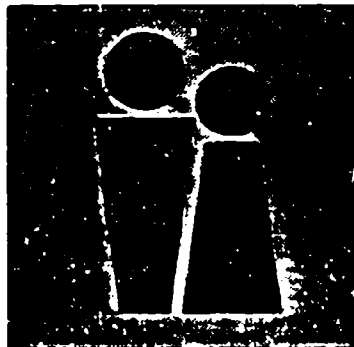
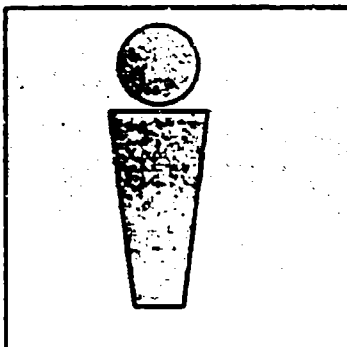
Army Family Research Program



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1989 Army Soldier and Family Survey

UNIT INFORMATION FORM



UNIT INFORMATION FORM

A. Instructions

This Unit Information Form is in four parts:

1. Unit Status Summary
2. Unit Activities and Practices
3. Other Unit Information
4. Soldier Job Performance

We need the information on your unit for all four parts of this form. Complete the form by _____ and send it back to the Installation Project Officer (IPO) in the envelope provided. The IPO will give the envelope, unopened, to the project team leader, who will take it back to the contractor project office for analysis.

You can have other unit personnel assist in filling out the form if needed, but please be sure the form gets back to you in time to return to the IPO.

The four parts of the form are described in more detail below.

B. Parts of Form

1. Unit Status Summary

This asks for information related to the readiness status of your unit. A copy of the instructions, which is based on the instructions for completing the Unit Status Report, is attached at the back.

2. Unit Activities and Practices

This asks about activities and practices your unit may have for soldiers and families, and about how important you think these activities and practices are to soldiers.

3. Other Unit Information

This asks for some additional information describing your unit, its manpower, and its work.

4. Soldier Job Performance

This lists the soldiers in your unit who are included in the sample for this survey. For each soldier, please circle the number that best describes the command's assessment of the soldier's job performance.

C. Team Leader

If you have questions or need additional information, please contact the project team leader:

Team Leader: _____

Contact at: _____

Day time: _____

Evening: _____

or, call Nick Holt or Ella Akin at Research Triangle Institute
(1-800-334-8571).

Thank you for your participation in this project.

CONFIDENTIALITY

This research is being conducted by Research Triangle Institute, Caliber and Human Resource Research Organization under contract with the U.S. Army Research Institute for the Behavioral and Social Sciences (ARI). A major objective of the research is to assess the effects of family, unit, and other factors on soldier and unit readiness. This form asks for information on soldier and unit readiness, unit practices, and other information needed for the research. The soldiers and units were selected as part of a probability sample in the U.S. Army.

Your participation is voluntary but the information you provide is very important. The information you provide will be held as confidential in accordance with Public Law 93-573, which is called the Privacy Act of 1974. The completed forms will be seen only by staff of the civilian contractors. The contractors will not release personally identifiable data collected under this contract to anyone in the Army or other agencies, except as necessary to allow future contact for research purposes or to merge data records in ways allowed by law and regulation. The information you provide and some personnel data obtained from records will be combined with survey data from soldiers and spouses to prepare a report.

Authority to conduct this research is contained in 10 United States Code Sections 137 and 2358, which authorize retention of military personnel and research to accomplish this objective.

UNIT INFORMATION FORM

Part 1. UNIT STATUS SUMMARY

UNIT: _____

DATE: _____

Please refer to attached instructions to complete this form.

1. Average personnel available over the past 6 months:

- 01 Consistently far below required.
- 02 Occasionally far below required.
- 03 Consistently somewhat below required.
- 04 Occasionally somewhat below required, but usually at required level.
- 05 Consistently at required level.

2. Average personnel MOS-trained over the past 6 months:

- 01 Consistently far below required.
- 02 Occasionally far below required.
- 03 Consistently somewhat below required.
- 04 Occasionally somewhat below required, but usually at required level.
- 05 Consistently at required level.

3. Average personnel turnover over the past 3 months:

- 01 Very high.
- 02 Fairly high.
- 03 Moderate.
- 04 Fairly low.
- 05 Very low.

4. Average equipment mission-capable over the past 6 months:

- 01 Consistently far below fully capable.
- 02 Occasionally far below fully capable.
- 03 Consistently somewhat below fully capable.
- 04 Occasionally somewhat below fully capable, but usually fully mission-capable.
- 05 Consistently fully mission-capable

5. Average METL proficiency over the past 6 months:
- 01 Consistently far below standard.
 - 02 Occasionally far below standard.
 - 03 Consistently somewhat below standard.
 - 04 Occasionally somewhat below standard, but usually at standard.
 - 05 Consistently at or above standard.
6. Participation in FTX (12 months): _____ Days
7. Participation in CPX (12 months): _____ Days
8. External evaluations to ARTEP standard (12 months): _____ Number
9. Last external evaluation to ARTEP standard: _____ Month/Year
10. Results (for this unit) of last external evaluation to ARTEP standard:
- 01 All tasks performed poorly; all functional areas performed poorly; unit performance far below standard.
 - 02 Most tasks performed poorly; most functional areas performed poorly; unit performance below standard.
 - 03 About half of the tasks performed well; about half of the functional areas performed well; unit performance somewhat below standard.
 - 04 Most tasks performed well; most functional areas performed well; unit performance nearly to standard.
 - 05 All tasks performed well; all functional areas performed well; unit performance at or above standard.
11. Deployment or readiness exercises (12 months): _____ Number
12. Last deployment or readiness exercise: _____ Month/Year
13. Results (for this unit) of last deployment exercise:
- 01 All areas unsatisfactory; unit far below standard.
 - 02 Most areas unsatisfactory; unit below standard.
 - 03 About half of the areas satisfactory; unit somewhat below standard.
 - 04 Most areas satisfactory; unit nearly to standard.
 - 05 All areas satisfactory; unit at or above standard.

14. External general inspections (12 months): _____ Number
15. Last external general inspection: _____ Month/Year
16. Results (for this unit) of last external general inspection:
- 01 All inspected areas found unsatisfactory; unit performance far below standard.
 - 02 Most inspected areas found unsatisfactory; unit performance below standard.
 - 03 About half of inspected areas found satisfactory; unit performance somewhat below standard.
 - 04 Most inspected areas found satisfactory; unit performance nearly to standard.
 - 05 All inspected areas found satisfactory; unit performance at or above standard.
17. Comments: (Reference item number. Continue on additional pages as needed.)

Part 2. UNIT ACTIVITIES AND PRACTICES

Units may use a variety of activities or practices to support soldiers and their families. Using the list below, please indicate (1) which activities or practices are used in your unit, and (2) their level of importance to soldiers in your unit.

<u>Activity/Practice</u>	<u>(1) Does Your Unit..</u>		<u>(2) How Important is the Activity or Practices to Soldiers</u>		
	<u>Yes</u>	<u>No</u>	<u>Not Important</u>	<u>Somewhat Important</u>	<u>Very Important</u>
Have an active Sponsorship Program	01	02	01	02	03
Provide spouse/family orientation to unit/installation	01	02	01	02	03
Publish family newsletter	01	02	01	02	03
Inform families about unit activities and the significance of the mission.	01	02	01	02	03
Introduce spouses to soldiers' "world of work" (e.g., "Go to work with your Army spouse day")	01	02	01	02	03
Have unit activities that involve the whole family	01	02	01	02	03
Have social events for families	01	02	01	02	03
Regulate work hours to minimize unnecessary disruption to family time	01	02	01	02	03
Allow soldiers time off for urgent family matters (e.g., medical care for family members)	01	02	01	02	03
Allow soldiers time off for non-urgent family matters (e.g., family activities)	01	02	01	02	03
Encourage volunteer activities by spouses	01	02	01	02	03
Provide pre-deployment programs or counseling	01	02	01	02	03
Have a Family Support Group (FSG)	01	02	01	02	03
Encourage spouse support networks during separations	01	02	01	02	03

If your unit has other activities or practices to support soldiers and their families, please describe these: _____

Part 3. OTHER UNIT INFORMATION

1. If this a COHORT (New Manning System) Unit?

01 Yes

02 No

2. How many members are listed on the Manpower Document for this unit?

_____ (number)

3. Of the members listed on the Manpower Document for this unit, how many...

Work with the unit on a customary daily basis? _____ (number)

Are permanently or semi-permanently
attached to other Work Centers? _____ (number)

4. What percentage of the junior enlisted soldiers in this unit live in the unit's barracks?

_____ (percentage)

5. How adequate are the unit's work and training facilities?

01 Very Adequate

02 Adequate

03 Neither Adequate nor Inadequate

04 Inadequate

05 Very inadequate

6. If you have any additional notes or comments, please write them here:

INSTRUCTIONS
Unit Status Summary

(THIS FORM IS TO BE COMPLETED BY THE UNIT COMMANDER.)

The following notes provide information on completing the form.

Item 1: Average personnel available rating

- a. The available personnel rating is based on a comparison of available personnel and required personnel, over the past six months.
- b. Use your unit's MTOE/TDA to determine required strength (cadre column for cadre units; TOE Type B column for Type B units; and MTOE/TDA required column for all other units). For MTOE organizations, additions provided by augmentation TDA for non-TOE missions are excluded from required strength computations.
- c. Available personnel are those personnel assigned to the unit who are available for deployment and/or employment. Personnel will be considered not available for deployment or employment if they are in one of the categories below.
 - 1. Legal processing precludes moving with or performing assigned duties in the unit (arrest and confinement, pending military or civil court action, under investigation for subversion or disaffection, or under investigation by a military or civil criminal investigating activity).
 - 2. Absent without leave (AWOL).
 - 3. Assigned, but has not joined the reporting unit or has departed for their next duty assignment.
 - 4. Hospitalized, convalescent, requires emergency dental treatment, or temporary profile that precludes satisfactory duty performance in the unit under wartime conditions.
 - 5. On temporary duty or leave and not able to return within the prescribed response time for unit contingency missions. However, personnel on temporary duty in their wartime area of responsibility will be considered available.
 - 6. Commander's restriction. For example, commander's determination of nonavailability or unsuitability to perform unit duties (human reliability program, pending separation or compassionate reassignment, etc.).

The remaining restrictions on availability apply to CONUS, Alaska, and Hawaii based units only.

- 7. Has not completed a minimum of 12 weeks basic or advanced military training or its equivalent (as prescribed by law).
 - 8. Sole surviving family member, deferred from hostile fire zone, or conscientious objector.
 - 9. Soldiers with less than 7 days to expiration of term of service on the actual or programmed deployment date and who has not requested extension of reenlistment.
 - 10. Pregnant soldiers.
 - 11. Commander's restrictions. For example, soldiers with extreme family problems which, in the opinion of the unit commander, are serious enough to warrant deleting the individual from the deployment strength.
- d. Rate the average available personnel strength, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 1.

Item 2: Average personnel MOS-trained rating

- a. The available MOS-trained personnel rating is based on a comparison of available MOS-trained personnel and required MOS-trained personnel, over the past six months.
- b. Determine the number of MTOE/TDA personnel spaces required by identity (officer, warrant officer, and enlisted) and by military occupational speciality code (MOSC).
- c. Determine the number of personnel included in the available strength of the unit by identity and MOSC. Match the trained available personnel against requirements. Personnel are to be considered as MOS-trained as follows:
 1. Match officers to officer spaces on a one-for-one basis. Officers may be considered as MOS trained insofar as skill level is concerned when they have completed an officer basic course and the commander feels that they have the minimum skills needed to perform the wartime duties of their assigned position. They must also hold a grade within one grade higher or two grades lower than the required by MTOE/TDA.
 2. Using only the first three characters of the MOSC, consider WO and enlisted soldiers MOS-trained when they can be used in their primary MOSC (PMOSC), secondary MOSC (SMOSC), or an MOSC that can be substituted for the above (AR 611-201).
 3. Personnel who have successfully completed an MOS awarding program (for example, on-the-job training (OJT) or school), but have not been officially awarded the MOS due to administrative delays, will be counted as MOS-trained for these purposes.
 4. Personnel who are overstrength in a specific skill will not be counted as MOS-trained. Any personnel holding a PMOSC that is surplus to reporting unit requirements and who have been awarded an SMOSC, AMOSC, or a substitute MOSC that matches a unit required vacancy will be counted against that vacancy as MOS-trained. For example, if a unit requires four cooks and has six MOS-trained cooks in its available strength, count only four against the requirement for cooks. However, if any of the cooks have an SMOSC or AMOSC of truck driver, and if truck driver required vacancies exist, then count the two remaining cooks as available MOS-trained drivers.
- d. Rate the average available MOS-trained personnel strength, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 2.

Item 3: Average personnel turnover rating

- a. The rating of personnel turnover is an indicator of unit turmoil by comparing the number of personnel reassigned, discharged, or separated during the 3 months preceding the date of this form to the date of this form.
- b. Identify the number of personnel reassigned or discharged from the unit during the preceding 3 months. Do not count transfers within the unit.
- c. Rate the average personnel turnover, for the three months preceding the date of this form. Indicate your rating using the descriptions in Item 3.

Item 4: Average equipment mission capable rating

- a. The rating of average equipment mission capable is based on a comparison of the combined effect of fill and maintenance shortfalls on the status of selected equipment to wartime requirements, over the past six months.

- b. Determine reportable equipment and required quantities. Refer to your unit's MTOE/TDA to determine reportable equipment and required quantities. Reportable equipment is that equipment which:
 1. For MTOE units, is designated on a unit's MTOE as equipment readiness code "A" (ERC-A), primary weapons and equipment, that is also designated as maintenance reportable.
 2. For TDA units, is listed on a unit's TDA and is designated as DA Form 2406, DA Form 3266-1, or DA Form 1352 reportable.
 3. Has a requirement of 1 or greater shown in the MTOE/TDA.
 4. Has not been designated as nonreportable/exempt from reporting.
 5. Is not an aircraft assigned to a nonaviation unit (unless assigned aircraft is designated as a pacing item).
- c. Determine available days/hours.
 1. Fully mission capable data from DA Form 2406, DA Form 3266-1, and/or DA Form 1352 will be used to determine available days/hours.
 2. During peacetime, equipment mission capable will be based on the fully mission capable status of the unit's reportable equipment averaged over a 1-month period. Compute fully mission capable data beginning the 16th day of the month and ending the 15th day of the next month.
 3. Substitute and in-lieu-of equipment will be reported. If a substitute or in-lieu-of item that is not DA Form 2406 reportable is being counted against a required MTOE ERC-A or TDA LIN that is DA Form 2406 reportable, take nonavailable days for this equipment from DD Form 314.
- d. Determine possible days/hours, based on the on-hand quantity of MTOE/TDA required equipment that is maintenance reportable, and the number of days/hours that equipment was on-hand during the period.
- e. Rate the average level of equipment mission capable, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 4.

Item 5: Average METL proficiency rating

- a. The rating of average METL training proficiency is based on a comparison of the number of METL tasks which the unit is able to perform in full, as well as those tasks which the unit can perform in part, to the total number of METL tasks, over the past six months.
- b. In determining the number of METL tasks which the unit is able to perform in full, as well as those tasks which the unit can perform in part, the following factors should be considered:
 1. Proficiency shown by the unit and organic subelements during recent external evaluations and inspections and training events.
 2. Personnel present for training.
 3. Equipment present for training.
 4. Availability of personnel to meet MOS and special skill requirements.
 5. Leader qualifications.
 6. Results of SQT, CTT, and APRT.
 7. Individual and crew-served weapons proficiency as indicated by attainment of weapons training standards.
 8. The ability to operate in an NBC environment.
 9. Availability of flying hours, training ammunition, simulation devices, and fuel.
 10. Time elapsed and turnover of key personnel since major training events occurred.
 11. Quality of training conducted, and the availability and quality of training areas.

- c. Considering the factors in paragraph b, determine the METL tasks which the unit is able to perform in full, as well as in part. Those METL tasks which the unit can perform to standard without requiring additional training represent the unit's METL proficiency.
- d. Rate the average METL proficiency, for the six months preceding the date of this form. Indicate your rating using the descriptions in Item 5.

Item 6: Participation in FTX (12 months)

- a. In Item 6, record the number of days that the unit has participated in FTXs (duration greater than or equal to 72 hours) for the previous 12 months.

Item 7: Participation in CPX (12 months)

- a. In Item 7, record the number of days that the unit has participated in CPX (duration greater than or equal to 24 hours) for the previous 12 months.

Item 8: External evaluations to ARTEP standard (12 months)

- a. In Item 8, record the number of external evaluations to ARTEP standard in which the unit participated during the previous 12 months. Units that do not have published ARTEP standards should record "NA."

Item 9: Last external evaluation to ARTEP standard (MMYY)

- a. In Item 9, record the date (month and year) of the most recent external evaluation to ARTEP standard in which the unit participated. Units that do not have published ARTEP standards should record "NA."

Item 10: Results (for this unit) of last external evaluation to ARTEP standard

- a. Using the descriptions provided on the form, indicate the results of the last external evaluation in which the unit participated, as they pertain to the unit. Units that do not have published ARTEP standards should leave Item 10 blank.

Item 11: Deployment of readiness exercises (12 months)

- a. In Item 11, record the number of externally evaluated deployment or readiness exercises (EDRES, Alerts, etc.) in which the unit participated during the previous 12 months.

Item 12: Last deployment or readiness exercise (MMYY)

- a. In Item 12, record the date (month and year) of the most recent externally evaluated deployment or readiness exercise in which the unit participated. Units that have never participated in an externally evaluated deployment or readiness exercise should record "NA."

Item 13: Results (for this unit) of last deployment or readiness exercise

- a. Using the descriptions provided on the form, indicate the results of the last externally evaluated deployment or readiness exercise in which the unit participated. Units that have never participated in an externally evaluated deployment or readiness exercise should leave Item 13 blank.

Item 14: External general inspections (12 months)

- a. In Item 14, record the number of externally conducted general inspections (Annual General Inspection, Command Inspections, etc.) in which the unit participated during the previous 12 months.

Item 15: Last general inspection (MMYY)

- a. In Item 15, record the date (month and year) of the most recent externally conducted general inspection in which the unit participated. Units that have never participated in an externally conducted general inspection should record "NA."

Item 16: Results (for this unit) of last general inspection

- a. Using the descriptions provided on the form, indicate the results of the last externally conducted general inspection in which the unit participated. Units that have never participated in an externally evaluated conducted general inspection should leave Item 16 blank.

Item 17: Comments

- a. In the space provided, provide explanatory comments regarding information reported in Items 1 through 16. Comments should be referenced to specific item numbers.

Prepared by: _____ Signature: _____

Position: _____ Telephone No. (Comm): _____